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ABSTRACT

This document reports the results of a study conducted at the College of Eastern Utah (CEU) to assess student reaction to the college and to determine CEU's effectiveness in providing the services which students expect to receive. The study also assessed faculty, staff, and administration perceptions of student views relative to these matters. Survey forms were filled out by 34.2% (175) of the student body and by 51.4% (37) of the faculty, staff, and administration. Data analysis revealed the student sample to be non-random; weighting of responses was consequently employed and data was analyzed using the Chi-square test. A demographic profile of the student body was developed and is reported herein. Perceptions of CEU counseling, instruction and instructors, the learning assistance center, administrative/student relations, student activities, and facilities were obtained. While analysis revealed few differences in student perception according to age, grade point average, or class standing, a general discrepancy was found to exist in most areas between student views and faculty-staff perceptions of these views. It was concluded that faculty, staff, and administration need to be more aware of student feeling. The survey instrument is appended. (Author/JDS)

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CURRENT STUDENTS REACTIONS TO AND OPINIONS OF

THE COLLEGE OF EASTERN UTAH

WINTER QUARTER 1976

Office of Institutional Research
College of Eastern Utah
Prepared by Jesse F. Seegmiller
Institutional Research Analyst
June 1976

Title III Program, H.E.W.

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Introduction and Methodology

The Office of Institutional Research is charged with the responsibility of pin-pointing areas within the College of Eastern Utah (CEU) which are not functioning properly in aiding the college to fulfill its mission and goals. Under the original outline for activities to be undertaken by the Office of Institutional Research this study was merely to be an analysis of the counseling done at CEU. However, in its present form it will cover much more than that. As the college's mission and goals are centered around providing services to its students, it is desirable to find out how CEU's students react to the college, and how effective the college is in providing them with the services which they see as part of CEU's obligation to them. It is desirable as a further check of how effective CEU is in fulfilling the needs of its students to contrast the administration and faculty view of these matters with the students' views. It is for these reasons that this broad study of the reaction of CEU's students to CEU and the perception by the faculty of the students was undertaken.

The student information used in compiling this report was gathered during the ninth week of winter quarter, 1976, by surveying all students in their 8:30 classes and then on a random basis, contacting in the college library additional students who had not previously taken the survey, for a period of one week following the initial administration of the survey. It was felt that in this way a random selection of students representing the total CEU studentbody could be attained. As will be explained presently it is felt that this expectation was not lived up to. However, through the use of certain statistical adjustments, the results of this study should be viewed as accurate and representing the entire studentbody, within the limits to be noted in the report.

The information from the faculty and staff used in this report was collected at the CEU Association meeting in May, 1976. All those present were asked to respond to the same questionnaire which the students answered in a manner, where applicable, which would represent how the individual faculty members believed the students felt about the questions. Twentyfour faculty members, eight administrators, and ten staff members responded to the survey for a total of 37 responses (the difference in the total is due to those with dual assignments, in both administration and faculty for example). The total number of CEU faculty, staff and administration at this time was 72 so the responses represent 51.4% of the total. Due to the small numbers involved, the faculty, staff and administration responses were not analyzed separately but taken as a whole to be compared with the students' responses by means of Chi-square tests. A Chi-square test compares the proportions of responses to a question from different groups and if the proportions differ by an amount larger than can be attributed to sampling error then the differences are assumed to be real and in existence in the population from which the sample was taken.

Where student responses differ among classes, an extension of the Chi-square theory was employed in comparing the students as a whole with the faculty. Namely, the estimated responses for the sample, had it been truly random, are contrasted with the faculty responses by means of Chi-square. Through these tests it will thus be possible to see how divergent the faculty and administration are in understanding the feelings of the students and thus being able to relate to their needs.

The winter quarter enrollment of CEU in 1976 totaled 525 students; 14 were nursing students, who were not contacted; hence, the poplulation this study deals with totals 511. Survey forms were filled out by 34.2% (175) of these students. In examining the returns to check for accuracy of representation, two known factors were checked: those of class and sex. 55.5% (96) of those answering the questions were males whereas the actual percentage attending CEU was 57.1%. This is quite close and presents no problems, however, 52.1% (88) of those responding were freshmen while the actual percentage was 70.6%. This is too large a gap to be attributed to sampling error and therefore adjustments must be made. These adjustments will not be made where statistical tests (χ^2) indicate no signigicant differences among the responses for the various classes however, where differences exist the results will be treated as if the sample were taken on a stratified random sampling basis rather than simple random sampling. Thus, the answers given by the various classes will be weighted and then combined to represent the total population.

Demographic Profile of CEU Students

As has already been mentioned 57.1% of the CEU studentbody is male compared with 55.5% of the sample in this report. The true percentages do not differ significantly from the sample proportions when broken down by class, as shown in the following table.

		ACTUAL #	ACTUAL %	SAMPLE #	SAMPLE %	95% Confidence Limits ++
FRESHMEN	MEN	203	56.2	49	56.3	46.5 - 66.2
	WOMEN	158	43.8	38	43.7	33.8 - 53.5
	TOTAL	361	70.6	88[1]	52.1	45.6 - 58.5
SOPHOMORES	MEN	63	55.8	33	50.8	41.9 - 59.7
	WOMEN	50	44.2	32	49.2	40.3 - 58.1
	TOTAL	113	22.1	65	38.5	32.2 - 44.7
OTHER	MEN	26	70.3	10	62.5	39.6 - 85.4
	WOMEN	11	29.7	6	37.5	14.6 - 60.4
	TOTAL	37	7.2	16	9.5	5.6 - 13.4
	MEN	292	57.1	96[1]	55.5	49.2 - 61.8
	WOMEN	219	42.9	77[1]	44.5	38.2 - 50.8
	TOTAL	511	99.9	175[1]	100.0	

[1]Discrepancies in sample totals are due to missing responses among the sample.

++Confidence limits within each class are based on sample size within each class.

The mean age of freshmen students in the 9th week of winter quarter was 20.8 years with a mode of 18. The mean age of sophomores at this time was 21.4 with a mode of 19 and the mean age of students in other classes was 30. Combined in the proper proportions, the mean age of all students at CEU. in the 9th week of winter quarter is 21.6 with 95% confidence limits from 20.8 to 22.3. This means that one may be 95% confident that the actual average age of all CEU. students is between 20.8 and 22.3 years.

The following tables illustrate other demographic information on CEU. students with accompanying confidence intervals.

ETHNIC BACKGROUND

	%	95% CONFIDENCE INTERVAL
Oriental	2.4	0.8 - 4.7
Chicano	7.4	3.8 - 10.9
White	87.7	83.3 - 92.1
Other	2.4	0.8 - 4.7

FAMILY OR INDIVIDUAL ANNUAL INCOME

	%	95% CONFIDENCE INTERVAL
<$5,000	13.9	9.1 - 18.7
$ 5,000- 9,999	21.2	15.6 - 26.8
$10,000-14,999	25.8	19.8 - 31.8
$15,000-19,999	25.8	19.8 - 31.8
$20,000-25,000	8.6	4.6 - 12.6
>$25,000	4.6	1.6 - 7.7

The average income of CEU. students' families was $13,000 per year.

STUDENT EMPLOYMENT+

	%	95% CONFIDENCE INTERVAL
Employed Full-time	9.3	5.4 - 13.3
Employed Part-time	53.9	47.4 - 60.4
Not Employed	36.8	30.5 - 43.0

STUDENT LOAD+

	%	95% CONFIDENCE INTERVAL
< 9 Credit Hours	5.1	2.0 - 8.1
9-11 Credit Hours	12.3	7.9 - 16.7
12-15 Credit Hours	28.0	22.1 - 33.9
> 15 Credit Hours	54.6	48.1 - 61.2

+Per-cent totals adjusted to reflect differences among classes (symbol definition to apply throughout report).

CEU. GPA

	%	95% CONFIDENCE INTERVAL
3.50 - 4.00	40.1	33.5 - 46.8
3.25 - 3.49	14.5	9.6 - 19.3
3.00 - 3.24	20.4	14.9 - 25.9
2.50 - 2.99	21.1	15.4 - 26.7
2.00 - 2.49	3.3	1.0 - 5.9
< 2.00	0.7	0.2 - 2.0

The average, self-reported G.P.A. of C.E.U. students was 3.3.

MARITAL STATUS+

	%	95% CONFIDENCE INTERVAL
Single	84.2	79.0 - 89.4
Married	15.8	10.6 - 21.0

PLACE OF RESIDENCE+

	%	95% CONFIDENCE INTERVAL
Carbon or Emery County	74.8	69.1 - 80.5
Outside of Carbon or Emery County	25.2	19.5 - 30.9

TYPE OF LIVING ACCOMODATIONS

	%	95% CONFIDENCE INTERVAL
Live at Home	66.1	59.9 - 72.2
CEU Dormitory	17.3	12.3 - 22.2
Live Off-Campus	16.7	11.8 - 21.6

EDUCATIONAL GOAL+

	%	95% CONFIDENCE INTERVAL
Bachelors or Higher	48.0	41.5 - 54.5
Two - Year Degree	24.2	18.6 - 29.8
Certificate or Diploma	12.1	7.7 - 16.4
No Formal Degree	3.9	1.2 - 6.6
Unknown	11.8	7.5 - 16.1

This last table reveals the fact that approximately half of CEU's students are apparently planning on transferring to four-year schools after they are through attending CEU.

The respondents indicated that 26.3% (46) of their number were enrolled in majors in the division of applied science, 20.6% (36) in the division of humanities and social sciences and 17.7% (31) in the division of natural sciences. 35.4% (62) were undecided as to their major.

Results

Counseling

In the Office of Institutional Research report, "A study of the Average Attrition Rate and Persistence Level of Beginning Freshmen at the College of Eastern Utah 1965-1970 (with a look at attrition in 1975)", one of the reasons for leaving CEU prior to graduation was listed as being ineffective counseling. In the responses to a study on the graduates of CEU, which is currently being conducted by this office, there have often been negative statements in regard to the course counseling given at CEU. Since the question of counseling at CEU was the original issue involved in this study and in light of the above responses, it seems appropriate to begin by examining the results with regard to counseling. The questions on the survey (see appendix), relating to counseling are II-C, D, F, G, H, I, K, L, M, N and U, III-H, Y, and Z, and IV-A.

The first ideas to be considered will be the frequency of interviews with counselors and the counselors' availability. These are covered by questions II D, H, and N. The following table shows the students' response to question II-D, 'I've talked with a counselor about my future plans'.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	30.0	24.0 - 36.0
Seldom	37.8	31.4 - 44.2
Never	32.2	26.0 - 38.3

As can be seen by the overlap in the confidence intervals, no significant differences exist in the number of students who have talked with counselors often, seldom and never. As attested by the footnote a difference does exist among classes with freshmen going to counselors less frequently than sophomores or other students. This difference is illustrated in the following table.

II-D - I've talked with a counselor about my future plans.

	Often		Seldom		Never		Total	
	#	%	#	%	#	%	#	%
FRESHMEN	19	22.9	34	41.0	30	36.1	83	100.0
SOPHOMORES	30	46.2	17	26.2	18	27.7	65	100.1
OTHERS	7	50.0	6	42.9	1	7.1	14	100.0
TOTAL	56	34.6	57	35.2	49	30.2	162	100.0

$\chi^2 = 12.86$
$df = 4$
*

*Significant at 95% level (symbol definition to by used throughout report).

the faculty-staff perception of how the students responded to this question differed significantly. According to the faculty the counselors were consulted more frequently by the students than the students indicated was actually the case. This difference is illustrated in the following table:

II-D - I've talked with a counselor about my future plans.

	OFTEN		SELDOM		NEVER		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS +++	48.6	30.0	61.3	37.8	52.1	32.2	162	100.0	χ^2 = 11.53
STAFF	12	33.3	22	11.1	2	5.6	36	100.0	df = 2 **
TOTAL	60.6	30.6	83.3	42.1	54.1	27.3	198	100.0	

The students' response to question II N, 'I've tried unsuccessfully to meet with my faculty advisor', is shown in the following table.

RESPONSE	%	95% CONFIDENCE INTERVAL
Never	70.2	64.3 - 76.2
Once	14.3	9.7 - 18.9
More than Once	15.5	10.7 - 20.2

As can be seen a significant majority of students have never been unsuccessful when trying to meet with their faculty advisor. The results when students have tried to meet with a counselor other than their advisor (question II H) are expressed in the following table.

RESPONSE	%	95% CONFIDENCE INTERVAL
Never	81.0	75.8 - 86.1
Once	8.3	4.6 - 12.0
More than Once	10.7	6.6 - 14.8

Once again a significant majority of students have never been unsuccessful when trying to meet with a counselor. The question remains, however, as to how many of these students had never tried to contact their advisor. The following tables will help to answer that question.

** Significant at 99% level (symbol definition to be used throughout report).
++ Fractional numbers of students in this and subsequent tables represent the correction discussed in Introduction - Methodology on page 2.

II-D - I've talked with a counselor about my future plans.

II-N - I've tried unsuccessfully to meet with my faculty adviser.	OFTEN #	OFTEN %	SELDOM #	SELDOM %	NEVER #	NEVER %	TOTAL #	TOTAL %
NEVER	38	32.5	39	33.3	40	34.2	117	100.0
ONCE	9	37.5	9	37.5	6	25.0	24	100.0
MORE THAN ONCE	9	34.6	10	38.5	7	26.9	26	100.0
TOTAL	56	33.5	58	34.7	53	31.7	167	99.9

$\chi^2 = 1.14$
df = 4
N.S.

II-D - I've talked with a counselor about my future plans.

II-N - I've tried unsuccessfully to meet with my faculty advisor.	OFTEN #	OFTEN %	SELDOM #	SELDOM %	NEVER #	NEVER %	TOTAL #	TOTAL %
NEVER	44	32.4	48	35.3	44	32.4	136	100.1
ONCE	4	30.8	7	53.8	2	15.4	13	100.0
MORE THAN ONCE	7	38.9	4	22.2	7	38.9	18	100.0
TOTAL	55	32.9	59	35.3	53	31.7	167	99.9

$\chi^2 = 3.76$
df = 4
N.S.

From these tables it can be seen that there were 13 students (7.8%) who tried to meet with their faculty advisors at least once but were never able to succeed. Similarly, nine students (5.4%) tried to meet with another counselor, at least once and had never been successful. It can also be seen that 40 students (24.0%) never tried to meet with their faculty advisor while 44 students (26.3%) never tried to meet with any other counselor.

The faculty-staff perception of the availablility of counselors again differed from what the students reported. These differences are shown below.

II-N - I've tried unsuccessfully to meet with my faculty advisor.

	NEVER #	NEVER %	ONCE #	ONCE %	MORE THAN ONCE #	MORE THAN ONCE %	TOTAL #	TOTAL %
STUDENTS	118	70.2	24	14.3	26	15.5	168	100.0
STAFF	10	28.6	9	25.7	16	45.7	35	100.0
TOTAL	128	63.1	33	16.3	42	20.7	203	100.1

$\chi^2 = 23.10$
df = 2
***

*** Significant at 99.9% level (symbol definition to be used throughout report).

II-H - I've tried unsuccessfully to meet with a counselor other than my faculty advisor.

	NEVER #	NEVER %	ONCE #	ONCE %	MORE THAN ONCE #	MORE THAN ONCE %	TOTAL #	TOTAL %
STUDENTS	136	81.0	14	8.3	18	10.7	168	100.0
STAFF	16	45.7	9	25.7	10	28.6	35	100.0
TOTAL	152	74.9	23	11.3	28	13.8	203	100.0

$\chi^2 = 19.22$
df = 2
***

As these two tables show, the faculty felt that they, as counselors, were less available to the students than the students actually indicated that they were.

The above results indicate that counselors on campus are available to and accessible by the vast majority of students at CEU. In most cases the cause of failure to meet with a counselor can be traced to the student rather than to the counselor.

The students' responses to question III-Z, 'Have you taken a required course that's been a waste of time?' are illustrated below.

RESPONSE	%	95% CONFIDENCE INTERVAL
Never	46.4	40.0 - 52.9
Once	19.0	13.9 - 24.2
More than Once	34.5	28.4 - 40.7

No significant difference exists in the number of those who never took a required course that wasted their time and those who had taken more than one. What may be said with even more certainty is that no significant difference exists in the number of those who never took a required course that they considered a waste of their time and those who had taken at least one required course that was a waste of their time. No significant difference exists in the responses to this question among various levels of G.P.A. This fact supports the statement of these students that some courses they took may have been a waste of their time by showing that students at all levels of achievement felt the same way. The CEU. staff responded to this question differently than the students did.

III-Z - Have you taken a required course that's been a waste of time?

	NEVER #	NEVER %	ONCE #	ONCE %	MORE THAN ONCE #	MORE THAN ONCE %	TOTAL #	TOTAL %
STUDENTS	78	46.4	32	19.0	53	34.5	168	99.9
STAFF	7	19.4	12	33.3	17	47.2	36	99.9
TOTAL	85	41.7	44	21.6	75	36.8	204	100.1

$\chi^2 = 9.29$
df = 2
**

As the table shows, the staff felt that more students would say that they had wasted their time taking a required course.

The students responded to question III-Y, 'Have you been required to take a course below the level of one you wanted and could have handled?' as follows:

RESPONSE	%	95% CONFIDENCE INTERVAL
Never	66.6	60.4 - 72.9
Once	24.2	18.5 - 29.9
More than Once	9.2	5.2 - 13.1

In their response to this question a significant majority of students report that they have never been required to take a course below the level of one they wanted to take. Over 90% indicate that this had happened only once at the most. Once again, significant differences in response to this item do not exist for different levels of G.P.A. The faculty and staff again differed from the students in their answer to this question.

III-Y - Have you been required to take a course below the level of one you wanted and could have handled?

	NEVER #	NEVER %	ONCE #	ONCE %	MORE THAN ONCE #	MORE THAN ONCE %	TOTAL #	TOTAL %
STUDENTS+	106.6	66.6	38.8	24.2	14.7	9.2	106.1	100.0
STAFF	12	33.3	14	38.9	10	27.8	36	100.0
TOTAL	118.6	60.5	52.8	26.9	24.7	12.6	196.1	100.0

$\chi^2 = 15.79$
df = 2
***

As in the previous case the staff felt that the students would respond to this question in a more negative manner than they actually did.

The students responded to question III-H, 'Do you feel you've lost time toward a Bachelors degree because some of the courses you've taken won't count in a four year college?' in the following manner.

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	33.3	27.2 - 39.5
No	44.1	37.7 - 50.5
No Opinion	22.5	17.1 - 28.0

As can be seen above, no significant difference exists between the numbers of those answering 'yes' and 'no' or between those answering 'yes' and 'no opinion'. When the responses to this question are examined in light of the students educational plans, there is no difference in yes and no responses for those planning on achieving a four year degree or higher and all other students; however, there are more 'no opinion' responses among those students not planning on a four year degree. Once again the faculty differed significantly in their answers to this question from the students.

III-H - Do you feel you've lost time toward a Bachelors degree because some of the courses you've taken won't count in a four-year college?

	YES		NO		NO OPINION		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS+	55.7	33.4	73.7	44.1	37.6	22.5	167	100.0
STAFF	6	16.7	27	75.0	3	8.3	36	100.0
TOTAL	61.7	30.4	100.7	49.6	40.6	20.0	203	100.0

$\chi^2 = 11.38$
df = 2
**

As can be seen from the table above a greater percentage of the faculty-staff than the students feel that the courses offered here will be accepted for credit by other schools.

Another question on the survey relating to courses and counseling has to do with testing to aid in course selection. The students' responses to question II-G, 'I've taken tests to determine what kind of courses to take,' were as follows:

RESPONSE	%	CONFIDENCE 95% INTERVAL
Never	60.1	53.8 - 66.4
Once	24.4	18.8 - 30.0
More than Once	15.5	10.7 - 20.2

It is clear from this that a majority of students have never used the testing method to determine which courses to take. The feeling among the faculty differs as shown in the following.

II-G - I've taken tests to determine what kind of courses to take.

	NEVER		ONCE		MORE THAN ONCE		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS	101	60.1	41	24.4	26	15.5	168	100.0
STAFF	15	42.9	16	45.7	4	11.4	35	100.0
TOTAL	116	57.1	57	28.1	30	14.8	203	100.0

$\chi^2 = 6.51$
df = 2
*

The faculty express their impression here that more students have taken tests to help place them in classes than actually have.

It appears from the answers to these questions on the placement of students in courses that in most cases the correct assignments are made. The biggest difficulty seems to be in regard to required classes where many students feel they've taken some classes which merely wasted their time. Such feelings are likely to exist among students that have to take courses that they are not really interested in, however, it should be possible to minimize these feelings by interesting and effective teaching. Another point of concern is the apparent disparity of faculty views and those of the students on the subject of course counseling. Since it is the faculty who are the counselors and a high degree of understanding of student views is necessary for effective counseling, it appears that a greater degree of understanding is necessary in these areas on the part of the faculty. It is interesting to note that the faculty's assessment of student views in these areas was more negative than the students' views really were.

The students' responses to questions II-C, I, K, L, M, and U relating to the college's abilities to help students and provide information will now be presented.

II-M - I've received help from a faculty or staff member with a problem I was having in college.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	35.5	29.3 - 41.8
Seldom	32.5	26.4 - 38.6
Never	31.9	25.9 - 38.0

II-K - I've faced a problem involving housing, a job, financial aid, or something else connected with going to college, where the college should have helped me but didn't, even though I tried to receive help.

RESPONSE	%	95% CONFIDENCE INTERVAL
Never	84.0	79.1 - 88.9
Once	10.6	6.4 - 14.7
More than Once	5.4	2.3 - 8.6

II-L - I've felt that a faculty, or staff member didn't understand me.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	12.5	8.1 - 16.9
Seldom	49.4	43.0 - 55.8
Never	38.1	31.8 - 44.4

II-U - I've felt bitter or angry about the lack of sensitivity of a member of the college faculty or staff.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	14.5	9.9 - 19.0
Seldom	32.4	26.4 - 38.3
Never	53.2	46.8 - 59.5

II-I - I've been given wrong or incomplete information about a program or course by a college staff member.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	6.7	3.3 - 10.1
Seldom	27.9	20.0 - 33.7
Never	65.5	59.2 - 71.7

II-C - I've had to go from office to office trying to get some information.

RESPONSES	%+	95% CONFIDENCE INTERVAL
Often	28.4	22.4 - 34.3
Seldom	36.4	30.1 - 42.7
Never	35.3	29.0 - 41.5

As noted by the footnote reference explained previously, the responses to questions II-K and II-C differed from class to class. The differences prove to be very interesting and so will be presented below.

II-K - I've faced a problem involving housing, a job, financial aid, or something else connected with going to college, where the college should have helped me, but didn't, even though I tried to receive help.

	NEVER		ONCE		MORE THAN ONCE		TOTAL	
	#	%	#	%	#	%	#	%
FRESHMEN	72	86.7	9	10.8	2	2.4	83	99.9
SOPHOMORES	47	72.3	7	10.8	11	16.9	65	100.0
OTHERS	13	92.9	1	7.1	0	0.0	14	100.0
TOTAL	132	81.5	17	10.5	13	8.0	162	100.0

$\chi^2 = 12.14$
df = 4
*

II-C- I've had to go from office to office trying to get some information.

	OFTEN #	OFTEN %	SELDOM #	SELDOM %	NEVER #	NEVER %	TOTAL #	TOTAL %
FRESHMAN	21	25.3	29	34.9	33	39.8	83	100.0
SOPHOMORES	28	43.1	23	35.4	14	21.5	65	100.0
OTHERS	2	13.3	8	53.3	5	33.3	15	99.9
TOTAL	51	31.3	60	36.8	52	31.9	163	100.0

$\chi^2 = 10.42$
df= 4
*

Contrary to what might be expected, that sophomores would know how to get help from the college and would know where to go to get information better than the freshmen, the above tables show that sophomores received less help from the college with problems they had and had to spend more time tracking down information than freshmen did.

The above tables show that no difference exists in the number of students that receive help from the college often, seldom or never. Those that have never been denied help from the college when they needed it far outnumber those that haven't received it when they needed it. Those that have often felt misunderstood are a small minority while those who feel that they are seldom or never misunderstood occur in approximately equal numbers. More students have never felt bitter or angry toward a member of the faculty or staff than students who have seldom felt this way. More have seldom felt bitter than those who have often felt this way. A majority of students have never been given wrong information and more feel they've seldom been given wrong information than those who have often been misinformed. There is no difference in the numbers of students who have often, seldom and never had to go from office to office trying to get some information.

The faculty's responses to all six of the above questions differed significantly from the students' responses. These differences will be presented below.

II-M- I've received help from a faculty or staff member with a problem I was having in college.

	OFTEN #	OFTEN %	SELDOM #	SELDOM %	NEVER #	NEVER %	TOTAL #	TOTAL %
STUDENTS	59	35.5	54	32.5	53	31.9	166	99.9
STAFF	24	68.6	10	28.6	1	2.9	135	100.1
TOTAL	83	41.3	64	31.8	54	26.9	201	100.0

$\chi^2 = 16.87$
df = 2
***

II-K - I've faced a problem involving housing, a job, financial aid, or something else connected with going to college, where the college should have helped me, but didn't, even though I tried to receive help.

	NEVER #	NEVER %	ONCE #	ONCE %	MORE THAN ONCE #	MORE THAN ONCE %	TOTAL #	TOTAL %	
STUDENTS +	136.1	84.0	17.1	10.6	8.8	5.4	162	100.0	χ^2 = 35.48
STAFF	13	37.1	12	34.3	10	28.6	35	100.0	df = 2
TOTAL	149.1	75.7	29.1	14.8	18.8	9.5	197	100.0	***

II-L - I've felt that a faculty, or staff member didn't understand me.

	OFTEN #	OFTEN %	SELDOM #	SELDOM %	NEVER #	NEVER %	TOTAL #	TOTAL %	
STUDENTS	21	12.5	83	49.4	64	38.1	168	100.0	χ^2 = 13.56
STAFF	10	28.6	22	62.9	3	8.6	35	100.1	df = 2
TOTAL	31	15.3	105	51.7	67	33.0	203	100.0	**

II-U - I've felt bitter or angry about the lack of sensitivity of a member of the college faculty or staff.

	OFTEN #	OFTEN %	SELDOM #	SELDOM %	NEVER #	NEVER %	TOTAL #	TOTAL %	
STUDENTS	25	14.5	56	32.4	92	53.2	173	100.1	χ^2 = 26.99
STAFF	7	20.6	25	73.5	2	5.9	34	100.0	df = 2
TOTAL	32	15.5	81	39.1	94	45.4	207	100.0	***

II-I - I've been given wrong or incomplete information about a program or course by a college staff member.

	OFTEN #	OFTEN %	SELDOM #	SELDOM %	NEVER #	NEVER %	TOTAL #	TOTAL %	
STUDENTS	11	6.7	46	27.9	108	65.5	165	100.1	χ^2 = 40.47
STAFF	6	17.6	26	76.5	2	5.9	34	100.0	df = 2
TOTAL	17	8.5	72	36.2	110	55.3	199	100.0	***

II-C- I've had to go from office to office trying to get some information.

	OFTEN		SELDOM		NEVER		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS+	46.2	28.3	59.3	36.4	57.5	35.3	163	100.0
STAFF	16	45.7	18	51.4	1	2.9	35	100.0
TOTAL	62.2	31.4	77.3	39.0	58.5	29.5	198	99.9

$\chi^2 = 14.69$
df = 2
***

The last five questions above are all about negative events happening to the students. In all cases the faculty-staff response indicated that they felt the students experienced these negative events more frequently than the students indicated. Yet, in the first question above relating to a positive experience, the faculty-staff indicated they expected a more positive response than the students gave. From the students' responses to the first two questions above it is possible to infer that there are a number of students who do not try to contact the school in order to receive help (they may or may not need it). The staff's responses are probably based on the smaller portion of the student body who they do come into contact with. This could explain why the staff feels that they help more students than the students indicate and also why they feel that more students are not helped, frustrated, etc. than the students indicate.

One area which the students seem to indicate as a definite problem is that covered by question II-C. There are many students who indicate that they are often shunted from office to office while seeking information. This type of experience is both frustrating and time consuming and can cause negative feelings among the students. Therefore, something needs to be done to make sure students are directed to the right places to handle their needs. A consolidation of services would help students to avoid having to travel to many different offices, especially if they are only seeking information. It is recommended that a central area be designated where students can go to receive any general information about the college which they might need and if they need any specialized information or counseling they can be directed from there to the right place the first time.

Questions II-F and IV-A relate to job and career information and counseling at C.E.U.

II-F- To learn about job possibilities, I've examined materials on campus about careers.

RESPONSE	%	95% CONFIDENCE INTERVAL
OFTEN	16.1	11.3-20.9
SELDOM	38.7	32.4-45.0
NEVER	45.2	38.8-51.7

IV-A- Do you need more information about what the job situation will be like when you leave here?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	63.1	56.8-69.4
No	14.9	10.1-19.6
Uncertain	22.0	16.5-27.5

The responses to the latter question were analyzed with regard to what the student's program in school led to. No differences were found between those planning on a four-year or higher degree and any other group of students. This despite the fact that most of those not contemplating transfering to another school must be planning on finding employment of some type after leaving C.E.U. Nevertheless, the majority of all types of students feel that they need more information about jobs.

The faculty's perception of students' needs for job information did not differ significantly from what the students indicated. They did differ on how often the students have examined materials on campus about jobs. The difference is illustrated below.

II-F- To learn about job possibilities, I've examined materials on campus about careers.

	OFTEN #	OFTEN %	SELDOM #	SELDOM %	NEVER #	NEVER %	TOTAL #	TOTAL %
STUDENTS	27	16.1	65	38.7	76	45.2	168	100.0
STAFF	5	14.3	28	80.0	2	5.7	35	100.0
TOTAL	32	15.8	93	45.8	78	38.4	203	100.0

$\chi^2 = 22.62$
df = 2
***

As the table shows the difference lies between the seldom and never responses. In other words the faculty feel that just about all students do at least a little research on careers whereas the students indicate that only approximately half of their number do so. This is not due to sophomores being more concerned about careers because for students no difference exists in the answers to this question among classes. It is clear then that with the degree of interest and lack of use expressed by the students, further impetus should be given to students to take advantage of career counseling on campus. This could be accomplished through the faculty advisors and better advertising to let the students know that career counseling is available to them.

In summary, several statements may be made about counseling at C.E.U. In general, counselors are available to and accessible by the students at C.E.U. Care should be taken to see that this remains true. The course counseling at C.E.U. appears to be generally effective. There are not

large numbers of students dissatisfied with their courses or in doubt as to the acceptability of their courses at other institutions. It is recommended that steps be taken to eliminate as much as possible unnecessary shunting of students from office to office by establishing a central bureau of information where students can go and expect to be helped. It is also recommended that more emphasis be placed on career counseling for all types of students. In order to do effective counseling, it is necessary for counselors to be in tune with the views of students. The results of this section show that there is a high degree of disparity between students' views and faculty-staff perceptions of these views for all the items concerning counseling. This is an area which needs to be brought to the attention of counselors so that they can better empathize with their students.

Instruction and Instructors

There were many questions on the survey dealing with instructors and various forms of instruction. The questions relating to these areas are (see appendix) all of section I, and questions II-A, E, P, Q, R, S and T, III-A, B, C D and E and V-N and O.

Questions I-A, II-A, and II-E deal with the availability of the instructors to the students and the results will be presented below.

I-A - My instructors have been available outside class at convenient times.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	76.0	70.5 - 81.5
Seldom	21.1	15.8 - 26.3
Never	2.9	1.0 - 5.2

II-A - I've talked with or received help on coursework from my instructors outside of class.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	45.2	38.8 - 51.7
Seldom	40.5	34.1 - 46.8
Never	14.3	9.7 - 18.9

II-E - I've talked with instructors about things not connected with class.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	39.6	33.3 - 45.9
Seldom	41.4	35.1 - 47.8
Never	18.9	13.8 - 24.0

From these tables it is seen that the students report a high degree of availability on the part of the faculty. Most students take advantage of this availability with about half of the students talking with instructors often. Question II-E indicates that the student-faculty relationship is quite a positive one at CEU as about 80% of the students have spent time talking with faculty about things not connected with classwork.

The faculty are in agreement with the students regarding their availability; however, they disagree in their responses to questions II-A and E. These differences are presented below.

II-A - I've talked with or received help on coursework from my instructors outside of class.

	OFTEN #	%	SELDOM #	%	NEVER #	%	TOTAL #	%	
STUDENTS	76	45.2	68	40.5	24	14.3	168	100.0	χ^2= 7.34
STAFF	24	68.6	10	28.6	1	2.9	35	100.1	df = 2
TOTAL	100	49.3	78	38.4	25	12.3	203	100.0	*

II-E - I've talked with instructors about things not connected with class.

	OFTEN #	%	SELDOM #	%	NEVER #	%	TOTAL #	%	
STUDENTS	67	39.6	70	41.4	32	18.9	169	99.9	χ^2= 7.94
STAFF	18	51.4	17	48.6	0	0.0	35	100.0	df = 2
TOTAL	85	41.7	87	42.6	32	15.7	204	100.0	*

In both cases the faculty felt that students had spent more time talking with them than the students indicated. This points out that, although the students do indicate a high degree of faculty openness, the faculty think they are contacting more students more often than they actually are contacting.

Questions I-M, N, and II-R relate to the subject matter of the courses at C.E.U. The results to these questions will now be presented.

II-R - I've been in a class that just went over material I already knew.

RESPONSE	% +	95% CONFIDENCE INTERVAL
Often	17.2	12.2 - 22.2
Seldom	54.4	47.8 - 60.9
Never	28.5	22.5 - 34.4

I-N - I've been in courses directed too heavily toward students going into a job in that field.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	8.2	4.6 - 11.8
Seldom	43.3	36.9 - 49.6
Never	48.5	42.2 - 54.9

I-M - I've taken courses geared too heavily to students planning to go to a four-year college.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	6.4	3.1 - 9.7
Seldom	36.6	30.5 - 42.8
Never	57.0	50.7 - 63.3

It is seen from these results that a majority of C.E.U. students do feel that they've been in a class which taught material that they already know. Most indicated that they had seldom been in a class like this but, the fact remains that they had been in one. This suggests that an effort needs to be made to make sure that college level courses contain college level material. Material below college level found in any of C.E.U.'s college courses needs to be transferred to the Learning Assistance Center or to a course designed to prepare students with deficient backgrounds for college level courses. Then, to get the right students into the right courses, efficient counseling must be available to the students.

The responses to question I-M indicate that there isn't much of a problem of students not planning to transfer to another school taking classes designed to prepare students for college transfer. The fact that the 'seldom' and 'never' responses do not differ significantly for question I-N indicates that there may be too much career emphasis for some of the students at C.E.U. In both cases, however, the small number of 'often' responses seem to indicate that neither of these divergent purposes for attending C.E.U., to prepare for a career or to prepare for transfer to a four-year college, are in extreme conflict with the courses offered at C.E.U.

In their responses to these three questions the faculty-staff again differed significantly from the way the students responded.

II-R - I've been in a class that just went over material I already knew.

	OFTEN		SELDOM		NEVER		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS +	28	17.2	88.6	54.4	46.4	28.5	163	100.1	χ^2= 9.98 df= 2 **
STAFF	5	13.9	29	80.6	2	5.6	36	100.1	
TOTAL	33	16.6	117.6	59.1	48.4	24.3	199	100.0	

II-N - I've been in courses directed too heavily toward students going into a job in that field.

	OFTEN		SELDOM		NEVER		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS	14	8.2	74	43.3	83	48.5	171	100.0	χ^2= 9.13 df= 2 *
STAFF	5	14.7	22	64.7	7	20.6	34	100.0	
TOTAL	19	9.3	96	46.8	90	43.9	204	100.0	

I-M - I've taken courses geared too heavily to students planning to go to a four-year college.

	Often		Seldom		Never		Totals	
	#	%	#	%	#	%	#	%
Students	11	6.4	63	36.6	98	57.0	172	100.0
Staff	3	8.8	24	70.6	7	20.6	34	100.0
Totals	14	6.8	87	42.2	105	51.0	206	100.0

$\chi^2 = 15.37$
$df = 2$
***

The staff indicate that they felt students were in classes that went over material they already knew more often than the students indicated. The staff also felt that students were in classes with too much emphasis on careers or transferring more often than the students indicated.

The following results are from questions related to the instructors' classroom relationship with the students.

I-I - My instructors were clear about what they expected of students.

Response	%	95% CONFIDENCE INTERVAL
Always	61.5	55.3 - 67.7
Sometimes	36.8	30.7 - 42.9
Never	1.7	0.6 - 3.6

I-B - My instructors had ~~trouble~~ understanding student's problems.

Response	%	95% CONFIDENCE INTERVAL
Often	10.3	6.3 - 14.2
Seldom	65.7	59.7 - 71.7
Never	24.0	18.6 - 29.4

I-D - My instructors were unable to explain something so I could understand it.

Response	%	95% CONFIDENCE INTERVAL
Often	17.7	12.8 - 22.6
Seldom	59.4	53.2 - 65.6
Never	22.9	17.5 - 28.2

I-C - My instructors geared their teaching to the students' abilities and interests.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	72.1	66.3 - 77.8
Seldom	25.6	19.9 - 31.2
Never	2.3	0.8 - 4.5

I-K - My instructors taught over the heads of the students.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	9.2	5.4 - 13.0
Seldom	61.5	55.3 - 67.7
Never	29.3	23.5 - 35.1

I-H - My instructors treated all students fairly in the way they assigned grades.

RESPONSE	%	95% CONFIDENCE INTERVAL
Always	56.5	50.1 - 62.8
Sometimes	40.6	34.3 - 46.9
Never	2.9	1.0 - 5.3

These responses indicate that a significant majority of C.E.U. students felt that their instructors were always clear in telling the students what they expected. Almost two-thirds of C.E.U.'s students felt that their instructors seldom failed to understand the students and more felt that their instructors never had trouble understanding students than often had trouble understanding the students. A majority of students felt that their instructors were seldom unable to explain a concept so that the student could understand it while equal numbers of students felt that instructors were often and never unable to explain something to the student's satisfaction. More than two-thirds of the students indicated that their instructors often geared their teaching to their students. A majority of students felt that their instructors seldom taught over the heads of the students while more felt that instructors never did this than often did. A majority of students felt that their instructors were always fair to all students but a large minority felt that their instructors were only sometimes fair.

The answers to questions I-K and I-H were examined in terms of student grade point average. No difference was found to exist in the responses to question I-K for various levels of G.P.A. indicating that the level of teaching was generally consistent with the students' abilities. This result is consistent with the student responses to question I-C. The responses to question I-H in light of G.P.A. are presented below.

I-h - My instructors treated **all students** fairly in the way they assigned grades.

G.P.A.	ALWAYS #	ALWAYS %	SOMETIMES #	SOMETIMES %	NEVER #	NEVER %	TOTAL #	TOTAL %
3.50 - 4.00	39	67.2	19	32.8	0	0.0	58	100.0
3.00 - 3.49	26	49.1	26	49.1	1	1.9	53	100.1
2.50 - 2.99	20	62.5	11	34.4	1	3.1	32	100.0
0.00 - 2.49	1	16.7	3	50.0	2	33.3	6	100.0
TOTAL	86	57.7	59	39.6	4	2.7	149	100.0

$\chi^2 = 28.44$
df = 6
***

The differences expressed in this table are highly significant and a general trend in the responses is apparent. The trend is that as G.P.A.'s get lower a greater percentage of students feel the teachers to be more unfair in their grading practices. This result tends to not support the students reporting their teachers to be sometimes unfair in assigning grades.

The instructors responses to the above questions agreed, for the most part, with the students. Where they differed is illustrated below.

I-I - My instructors were clear about what they expected of students.

	ALWAYS #	ALWAYS %	SOMETIMES #	SOMETIMES %	NEVER #	NEVER %	TOTAL #	TOTAL %
STUDENTS	107	61.5	64	36.8	3	1.7	174	100.0
STAFF	12	34.3	23	65.7	0	0.0	35	100.0
TOTAL	119	56.9	87	41.6	3	1.4	209	99.9

$\chi^2 = 10.25$
df = 2
**

I-B - My instructors had trouble understanding students' problems.

	OFTEN #	OFTEN %	SELDOM #	SELDOM %	NEVER #	NEVER %	TOTAL #	TOTAL %
STUDENTS	18	10.3	115	65.7	42	24.0	175	100.0
STAFF	8	21.6	27	73.0	2	5.4	37	100.0
TOTAL	26	12.3	142	67.0	44	20.8	212	100.1

$\chi^2 = 8.53$
df = 2
*

These tables show that the instructors felt that the students would be more negative in their evaluation on these two items, of understanding students and explaining tasks clearly, than the students actually indicated. As mentioned above, the instructors were in agreement with the students as to their ability to explain an idea to the student's satisfaction, relating their teaching to their students, and their fairness in assigning grades.

A comment is warranted with regard to the level of teaching. In the C.E.U. Office of Institutional Research report cited earlier dealing with attrition at C.E.U. the major reason listed for being dissatisfied with C.E.U. was because the teaching was done at too low a level. As indicated in this section, both the students and faculty agree that the instructors adjust their teaching to the abilities and interests of their students. Where these abilities and interests are compatible with the aims of the class, for example where it is a prerequisite for a higher level class, then all is well. But if the students are not at a level consistent with what must be accomplished by the class, especially if it is to be followed by a course at a university, and the instructor lowers the level of the course to suit the students, in actuality the students are being done a dis-service and situations such as this are the reasons for some of the attrition at C.E.U.

The results to some questions relating to methods and practices of instruction at C.E.U. will now be presented.

I-E - My instructors presented more than what was contained in the assigned readings.

Response	%	95% CONFIDENCE INTERVAL
Often	52.0	45.7 - 58.4
Seldom	34.7	28.6 - 40.7
Never	13.3	8.9 - 17.7

I-F - My instructors merely presented material, leaving me to get it as well as I could.

Response	%	95% CONFIDENCE INTERVAL
Often	14.9	10.3 - 19.5
Seldom	61.5	55.3 - 67.7
Never	23.6	18.1 - 29.0

I-G - My instructors expected more outside work than I had time for.

Response	%	95% CONFIDENCE INTERVAL
Often	25.0	19.4 - 30.7
Seldom	49.0	42.6 - 55.4
Never	25.9	20.3 - 31.6

I-J - My instructors piled on work as though I was taking only their class.

Response	%	95% CONFIDENCE INTERVAL
Agree	35.1	29.0 - 41.1
Disagree	42.5	34.9 - 50.2
No Opinion	22.4	17.1 - 27.7

I-L - I've been in courses where the instructor was consistently unprepared.

Response	%	95% CONFIDENCE INTERVAL
Often	5.2	2.2 - 8.1
Seldom	34.5	28.4 - 40.5
Never	60.3	54.1 - 66.5

II-P - I've had assignments that amounted to only busy work.

Response	%	95% CONFIDENCE INTERVAL
Often	39.3	33.0 - 45.6
Seldom	39.9	33.6 - 46.2
Never	20.8	15.5 - 26.1

II-Q - I've been bored in class.

Response	%	95% CONFIDENCE INTERVAL
Often	38.2	31.9 - 44.6
Seldom	48.9	42.4 - 55.5
Never	12.8	8.3 - 17.3

There are several other questions related to this area which will be covered after consideration of the above.

In their responses to the above items the students point out the following. About half of the students felt their instructors presented more in class than what was contained in the reading assignments. This was more than felt their instructors seldom did this which was more than those who never did. A majority of students felt that their instructors seldom presented material without trying to aid the students in their understanding. Smaller, but approximately equal, numbers of students through their instructors did this often or never. About half of the students thought their instructors seldom expected more outside work than they had time for. About one-fourth of the students thought their instructors did this often and the same number felt their instructors never did this. There was no significant difference in the number of students who felt that their instructors piled work on them without consideration for the students and those who felt their instructors didn't do this. A majority of students were never in courses where the instructor was consistently unprepared. No difference exists in the number

of students who have often and seldom had assignments that to them had no purpose other than the doing of the assignment. About one-fifth of the students felt they had never had assignments of this type. No difference exists in the number of students who have often and seldom been bored in class. Together, students who had experienced boredom in class at sometime in their schooling this year total almost 90% of the studentbody. Interestingly, the faculty do not disagree with the students as to boredom in the classroom.

The faculty-staff also did not differ from the students in their response to question I-G, 'My instructors expected more outside work than I had time for.' Their differences with the responses to the other questions will be presented below.

I-E - My instructors presented more than what was contained in the assigned readings.

	Often #	%	Seldom #	%	Never #	%	Total #	%
Students	90	52.0	60	34.7	23	13.3	173	100.0
Staff	30	85.7	4	11.4	1	2.9	35	100.0
Total	120	57.7	64	30.8	24	11.5	208	100.0

$\chi^2 = 13.59$
df = 2
**

I-F - My instructors merely presented material, leaving me to get it as well as I could.

	Often #	%	Seldom #	%	Never #	%	Total #	%
Students	26	14.9	107	61.5	41	23.6	174	100.0
Staff	6	16.7	28	77.8	2	5.6	36	100.1
Total	32	15.2	135	64.3	43	20.5	210	100.0

$\chi^2 = 6.01$
df = 2
*

I-J - My instructors piled on work as though I was taking only their class.

	Agree #	%	Disagree #	%	No Opinion #	%	Total #	%
Students	61	35.1	74	42.5	39	22.4	174	100.0
Staff	11	30.6	23	63.9	2	5.6	36	100.1
Total	72	34.3	97	46.2	41	19.5	210	100.0

$\chi^2 = 7.46$
df = 2
*

I-L - I've been in courses where the instructor was consistently unprepared.

	Often #	%	Seldom #	%	Never #	%	Total #	%
Students	9	5.2	60	34.5	105	60.3	174	100.0
Staff	3	8.6	24	68.6	8	22.9	35	100.1
Total	12	5.7	84	40.2	113	54.1	209	100.0

$\chi^2 = 16.58$
df = 2
***

II-P - I've had assignments that amounted to only busy work.

	Often #	%	Seldom #	%	Never #	%	Total #	%
Students	66	39.3	67	39.9	35	20.8	168	100.0
Staff	11	31.4	22	62.9	2	5.7	35	100.0
Total	77	37.9	89	43.8	37	18.2	203	99.9

$\chi^2 = 7.59$
df = 2
*

It is apparent from the table on question I-E that the faculty felt that they do present material from outside sources more often than the students thought. Undoubtedly, the students are often not aware of material from outside sources when it is integrated into their lessons. The differences in the answers to question I-F are due to the seldom and never categories. Apparently, instructors feel that they leave their students on their own a little more often than the students do. The faculty disagree more strongly than the students that they piled on work without considering the students' other activities. The faculty-staff also feel that the students view their instructors as being consistently unprepared more often than the students indicated. The faculty also feel that the students think that more of the work assigned to them is busy-work than the students indicated.

Some questions which relate directly to the subject mentioned previously of the level of teaching at C.E.U. will now be examined.

I-O - I've taken a course that was taught too much like a high school course.

Response	%	95% CONFIDENCE INTERVAL
Never	52.1	45.7 - 58.6
Once	26.1	20.4 - 31.8
More than Once	21.8	16.4 - 27.2

II-S - I've felt left behind in class.

Response	%	95% CONFIDENCE INTERVAL
Often	14.4	9.8 - 18.9
Seldom	51.7	45.4 - 58.0
Never	33.9	27.9 - 39.9

II-T - I've felt frustrated because a class wasn't moving fast enough.

Response	%+	95% CONFIDENCE INTERVAL
Often	12.3	8.0 - 16.7
Seldom	48.8	42.4 - 55.3
Never	38.8	32.5 - 45.1

In these tables it is seen that about one-half of C.E.U.'s students have never taken a course that was taught too much like a high school course. Therefore, about one-half of C.E.U.'s students have taken at least one course that was like a high school course. About one-half of C.E.U.'s students have seldom felt left behind in class and more have never felt left behind than have often felt this way. No significant difference exists in the number of students who have seldom or never been frustrated because a class was moving too slow. A small number have often felt this way. These results by themselves do not lend a great deal of weight to the argument that the level of instruction at C.E.U. is not always at a sufficient level. As noted in the tables, questions I-O and II-T have differences existing in the responses for the various classes. These differences are illustrated below.

I-O - I've taken a course that was taught too much like a high school course.

	Never #	Never %	Once #	Once %	More than once #	More than once %	Total #	Total %
Freshmen	49	55.7	23	26.1	16	18.2	88	100.0
Sophomores	22	33.8	21	32.3	22	33.8	65	99.9
Other	11	73.3	1	6.7	3	20.0	15	100.0
Total	82	48.8	45	26.8	41	24.4	168	100.0

$\chi^2 = 12.59$
$df = 4$
$\star$

II-T - I've felt frustrated because a class wasn't moving fast enough.

	OFTEN		SELDOM		NEVER		TOTAL	
	#	%	#	%	#	%	#	%
FRESHMEN	11	12.6	41	47.1	35	40.2	87	99.9
SOPHOMORES	10	15.4	39	60.0	16	24.6	65	100.0
OTHER	0	0.0	5	31.3	11	68.8	16	100.1
TOTAL	21	12.5	85	50.6	62	36.9	168	100.0

$\chi^2 = 12.28$
df = 4
*

When comparing freshmen with sophomores in these tables it is seen that the sophomores who feel that they have taken a high school-like course outnumber those who don't by a ratio of 2:1. It is also seen that more sophomores have often or seldom been frustrated by the slow pace of a class than any other group. Remember, according to the Office of Institutional Research report on attrition cited previously, that this sophomore class represents only about one-fourth of the freshman class of the previous year. If it is assumed that this one-fourth generally represents the more academically proficient students[1] from the previous years' freshman class, then the tables above clearly lead to the conclusion that the level and pace of some of the classes given at C.E.U. is too low. When the responses to question II-T are examined in light of G.P.A., however, no significant differences appear.

The students were asked to respond to several of the contingencies which acceptance of the above conclusion implies. These results are presented below.

III-B - How do you feel about teaching the best students and the slower students in separate classes?

RESPONSE	%	95% CONFIDENCE INTERVAL
Positive	42.8	36.5 - 49.1
No Opinion	28.3	22.6 - 34.1
Negative	28.9	23.1 - 34.7

III-C - Do you think classes should stay on schedule even if some students get left behind or lose interest?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	50.2	43.7 - 56.6
No	42.0	35.6 - 48.4
No Opinion	7.8	4.2 - 11.4

[1]The average G.P.A. of those remaining at C.E.U. is 3.3 compared with an average G.P.A. of 3.2 for those that left. 16% of those that left did so because they were dissatisfied with C.E.U. and most of them because the level of education was too low. It is expected that these students had high G.P.A.'s and thus pulled up the average to 3.2.

It is seen that more students feel positiviely about teaching students of different abilities in different classes than any other group with no significant difference in the numbers of those who feel negatively and have no opinion about this policy. No significant difference exists in the numbers of those who do or do not feel that a class should stay on schedule regardless. From these results it appears that there would be no significant opposition from the students if either of these approaches were adopted.

The faculty responses were in harmony with the students' responses except for questions I-O and II-T. Those differences will be presented below.

I-O - I've taken a course that was taught too much like a high school course.

	NEVER		ONCE		MORE THAN ONCE		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS+	87.6	52.1	43.8	26.1	36.6	21.8	168	100.0	χ^2= 19.25
STAFF	9	26.5	5	14.7	20	58.8	34	100.0	df= 2 ***
TOTAL	96.6	47.8	48.8	24.2	56.6	28.0	202	100.0	

II-T - I've felt frustrated because a class wasn't moving fast enough.

	OFTEN		SELDOM		NEVER		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS+	20.7	12.3	82	48.8	65.3	38.9	168	100.0	χ^2= 14.89
STAFF	5	14.3	28	80.0	2	5.7	35	100.0	df= 2 ***
TOTAL	25.7	12.7	110	54.2	67.3	33.2	203	100.1	

The faculty express the feeling that most students would say that they had taken more than one high school-like course, which did not happen. The faculty's heavy response in this category could be due to the Office of Institutional Research report on the 1975 local high school graduates which listed this as a common impression of C.E.U. among these students. The difference between the faculty-staff and students on question II-T lies with the responses to the categories of seldom and never being frustrated with the faculty listing seldom more frequently than the students did.

Several questions on instructional policies at C.E.U. will now be considered.

III-D - Are you in favor of at least one course in which you are not graded?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	49.4	43.1 - 55.8
No	32.8	26.8 - 38.7
No Opinion	17.8	12.9 - 22.7

III-E - Do you favor course credit based on passing an exam without having to take the course?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	65.9	59.9 - 71.9
No	27.2	21.5 - 32.8
No Opinion	6.9	3.6 - 10.3

IV-E - Should the college offer more courses and programs for people in the community who are not regular students.

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	71.0	65.2 - 76.9
No	7.1	3.7 - 10.5
No Opinion	21.9	16.5 - 27.3

The responses to question III-D show that about one-half of C.E.U.'s students favor the present policy of allowing students to take one class per quarter in which letter grades are not assigned. About one-third of C.E.U.'s students do not favor this policy. The fact that at C.E.U. this policy is optional would seem to satisfy most students.

A significant majority of C.E.U. students indicate in their responses to question III-E that they are in favor of granting credit by examination. This is certainly a solution to be considered in alleviating the problem discussed earlier of students being taught at too low a level. The responses to question III-Y, discussed in the section on counseling, indicate that most students take classes that contain subject matter that they want. Therefore, it would seem that credit by examination would not completely solve this problem. Part of the answer must come in the classroom.

It is seen in the responses to question IV-E that the students at C.E.U. overwhelmingly favor including at C.E.U. programs for the non-traditional student out of the community. To see if differences existed in response to this question between full-time students and part-time students, assumed to contain a greater number of these non-traditional students, the responses to this question were examined in light of the student's load.

IV-E - Should the college offer more courses and programs for people in the community who are not regular students?

CREDIT HOURS	YES #	YES %	NO #	NO %	NO OPINION #	NO OPINION %	TOTAL #	TOTAL %	
More than 15	60	65.2	9	9.8	23	25.0	92	100.0	$\chi^2 = 10.36$
12 - 15	32	74.4	1	2.3	10	23.3	43	100.0	df= 6
9 - 11	20	95.2	0	.0	1	4.8	21	100.0	NS
Less than 9	4	66.7	1	16.7	1	16.7	6	100.1	
TOTAL	116	71.6	11	6.8	35	21.6	162	100.0	

From examining the table it would appear that there is some evidence to support the hypothesis that those carrying fewer hours are more in favor of extending C.E.U.'s programs to the community, especially in the 9 - 11 hour group, however, the differences are not significant statistically and the majority in every case favor this idea.

The faculty-staff agree with the students in their responses to question III-E and significantly, it is felt, with question IV-E, indicating faculty support for community education. The faculty differ with the students in their answers to question III-D as shown below.

III-D - Are you in favor of at least one course in which you are not graded?

	YES		NO		NO OPINION		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS	86	49.4	57	32.8	31	17.8	174	100.0
STAFF	30	81.1	4	10.8	3	8.1	37	100.0
TOTAL	116	55.0	61	28.9	34	16.1	211	100.0

$\chi^2 = 12.43$
df= 2
**

The faculty obviously feel that there are more students in favor of courses without letter grades than there are in reality.

The last area to be considered under instruction is that of individualized student instruction at C.E.U. Use of this type of instruction is also a conceivable solution to the teaching level problem.

There are three questions relating to individualized instruction which will now be considered.

III-A - How do you feel about taking a course based on independent study?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Positive	47.3	40.8 - 53.7
No Opinion	23.1	17.6 - 28.6
Negative	29.7	23.7 - 35.6

V-N - How many classes taught on an individualized basis have you taken?

RESPONSE	%+	95% CONFIDENCE INTERVAL
None	38.3	31.9 - 44.7
One	34.8	28.5 - 41.1
More than One	26.9	21.0 - 32.8

V-O - Do you feel students need a choice in taking a class either in a regular classroom setting or on an individualized basis?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	91.5	87.8 - 95.3
No	8.5	4.7 - 12.2

As can be seen, about one-half of C.E.U.'s students feel positively about individualized instruction with no difference in the numbers of those who have no opinion or feel negatively. Equal numbers of students have taken none, one or more than one individualized classes. The vast majority of students feel these classes should be optional so that a student doesn't have to take a class on an individualized basis if he doesn't want to. As noted above, the responses to question III-A and V-N differ by class. The differences for question III-A provide some interesting information and will be presented below.

III-A - How do you feel about taking a course based on independent study?

	POSITIVE #	POSITIVE %	NO OPINION #	NO OPINION %	NEGATIVE #	NEGATIVE %	TOTAL #	TOTAL %
FRESHMEN	46	52.9	21	24.1	20	23.0	87	100.0
SOPHOMORES	22	33.8	12	18.5	31	47.7	65	100.0
OTHERS	5	33.3	4	26.7	6	40.0	15	100.0
TOTAL	73	43.7	37	22.2	57	34.1	167	100.0

$\chi^2 = 11.00$
$df = 4$
*

This table shows freshmen to be more positive and sophomores more negative in their feelings on individualized classes. This could be because sophomores have had more experience taking individualized classes and have a negative reaction to them. The answers to question V-D, when examined by class, bear out the fact that more sophomores have had more individualized classes than freshmen. To check the assumption that taking more individualized classes creates more negative feelings about them, students' feelings as expressed in their answers to questions III-A were examined with regard to the number of individualized classes they had taken. The results do not support the above conclusion. No difference in opinion of individualized classes is found to exist for students who have taken none, one, or more than one individualized course. Similarly, no difference exists in response to question V-O, whether students need to be given a choice in taking individualized classes, for those students who have taken none, one, or more than one individualized class.

The effect of individualized classes on the students seems to be related directly to the student. The obvious conclusion is to make sure that students are given a choice of taking a class individually or otherwise. This, however, is not possible in all cases and in fact is contrary to some of the philosophy behind offering individualized classes, namely, that students can take courses which could not be offered in a classroom because of limited interest. This presents somewhat of a dilemma as, apparently, individualized classes are not

suited to all students.

Some of the students' comments on individualized instruction will be included at this point. Most of the comments students made on individualized instruction were of the negative variety. The consensus was that the classes should be taught in the classroom to allow discussion and exposure to different viewpoints. It was felt that individualized classes didn't cover as broad a range of material as would have been covered in the classroom. One student commented that individualized courses in subjects other than ones' major field would be fine but their coverage wasn't extensive enough for a major class. The dilemma remains. If students need to take classes with limited interest in them, and it seems that C.E.U., in fulfilling its role, should present these opportunities to students, there appears no other practical way to offer them except on an individualized basis. Therefore, first priority should be given to offering a course in the classroom and if this is not practical, then it should be given consideration for teaching it individually. Care should be exercised in planning course schedules that maximum effort be made to offer as many classes as possible in the classroom.

In conclusion, with regard to the instruction and instructors at C.E.U., it can be said generally that the students view the instructors more favorably than the instruction. The instructors at C.E.U. are available to the students and many students take advantage of this availability. The faculty appear to be able to communicate ideas well with the students. Effort needs to be made to make sure that the college level courses at C.E.U. contain college level material and give students planning to transfer the information they must know in order to succeed without backtracking at the transfer institution.

The students made many comments with regard to the instructors at C.E.U. A large number confirmed the statement above, relating to the openness and willingness to help of the instructors. A number also commented on the good background and knowledge of the instructors. However, a large number also commented that instructors should not treat students as inferiors because the students are not as educated, especially when the students are trying to get some extra help. One student said that, "I appreciate counseling but abhor being talked down to." Another student made the comment that teachers are qualified to teach by knowing the material <u>and</u> being able to get it across to the students. His point was that knowledge of subject matter alone doesn't make a good teacher. Apparently a change of attitude toward students on the part of some of the faculty would be desirable.

Some comments were also made on the level of teaching here. Several students felt that courses were too easy at C.E.U. and one made the interesting comment that, "If a C is average, a lot of above average students come here." That is a thought worthy of rumination in light of the 3.3 average G.P.A. of the students attending C.E.U.

Learning Assistance Center

The Learning Assistance Center (L.A.C.) at C.E.U. also seems to be an answer to the problem of the level of teaching at C.E.U. If students not prepared for a course taught at its appropriate level could be prepared at the L.A.C., C.E.U.'s effectiveness would multiply. However, not much is known about the effectiveness and use of the L.A.C. It is hoped that this section of the report will answer some of those questions.

86 of the 175 respondents indicated that they had used the L.A.C., 79 said that they had never used it and 10 failed to respond. These figures cannot be assumed to be representative of the population due to the fact that numerous additional questionnaires were filled out in the library up to a week after the original survey administration. However, within the two groups of those who had and hadn't used the L.A.C. the responses may be assumed to be representative and so the effect these additional questionnaires have is to prevent the estimation of the percent of C.E.U. students that approve of the L.A.C. and the percent that have used the L.A.C. A very rough approximation of the percent of C.E.U. students who have used the L.A.C. is between 40% - 50%.

Table I illustrates in which activities at the L.A.C. the 86 students who had used it were involved. Table II shows how these students felt the L.A.C. had helped them in their coursework and in their personal growth. It is the goal of the L.A.C. to help students in both areas. As can be seen from table II the L.A.C. had more impact on its users in the area of academic help.

TABLE I

L.A.C. Users

ACTIVITY	NUMBER	PERCENT
L.A.C. Class	53	61.6
Developmental Math	17	32.1
Effective Study Skills	7	13.2
Developmental English	22	41.5
Developmental Reading	17	32.1
Developmental Spelling	10	18.9
Developmental Vocabulary	11	20.8
Effective Listening Skills	5	9.4
Effective Reading	0	0.0
Career Exploration	5	9.4
English as a Second Language - Writing	10	18.9
English as a Second Language - Reading	8	15.1
English as a Second Language - Speaking	6	11.3
Individual Tutoring	34	39.5
Mathematics	12	35.3
Science	11	32.4
English	9	26.5
Business	4	11.8
Spanish	3	8.8
Career Counseling	3	3.5
Audio - Tutorial Supplements	26	30.2
Biology	7	26.9
English	13	50.0
Geography	1	3.8
No Response	5	19.2
Other	4	4.7
No Response	2	2.3

Of all the respondents 50.9% (89) felt that the L.A.C. was essential at C.E.U. 17.1% (30) thought it was useful but not necessary. 1.7% (3) thought that it performed no meaningful service, 0.6% (1) thought it harmful to students, 6.9% (12) had never heard of the L.A.C. and 22.9% (40) did not answer this question. As mentioned above these and the following overall figures cannot be viewed as representing the overall view of the C.E.U. studentbody, however, they do have value, as will become apparent shortly.

32.0% (56) thought the L.A.C. was extremely ehlpful in preparing students for college level courses. The same number felt the L.A.C. to be somewhat helpful in this regard, 8.6% (15) thought the L.A.C. made no difference here, 0.6% (1) thought it hindered and 26.9% (47) did not respond. 27.4% (48) thought the L.A.C. was extremely helpful in helping students uucceed in college level courses, 33.1% (58) thought it was somewhat helpful, 6.9% (12) thought it made no difference, 0.6% (1) thought it hindered and 31.4% (55) did not respond. 20.6% (36) indicated that their instructors often encouraged them to use the L.A.C. 30.9% (54) said their instructors seldom encouraged them to use the L.A.C., 33.1% (58) said their instructors never encouraged them to use the L.A.C. and 15.4% (27) did not respond to this item. The significance of these relatively meaningless figure as stated will now be explored.

TABLE II

Effect of L.A.C. on its Users

Question - How much has your use of the L.A.C. helped you?

	A. With your coursework?		B. With your personal growth?	
Answers	Number	Percent	Number	Percent
A lot	45	52.3	36	41.9
A little	30	34.9	21	24.4
No difference	8	9.3	22	25.6
It hindered	0	0.0	0	0.0
No response	3	3.5	7	8.1
Total	86	100.0	86	100.0

Table III compares the opinion of the L.A.C. of those who have used it with the opinion of those who have not used it. The explanation of the three who have used the L.A.C, but have never heard of it, must be that they didn't know they were using the L.A.C. until they answered the survey. Making a statistical test (χ^2) on table III confirms that a difference in opinion of the L.A.C. does exist between those who have used it and those who haven't. As can be seen from table III a greater percentage of those who used it feel it to be essential to the students at C.E.U.

TABLE III

Comparison of Opinions of Users and Non-Users of the L.A.C.

	ESSENTIAL #	%	USEFUL #	%	MEANINGLESS #	%	HARMFUL #	%	NEVER HEARD OF IT #	%	TOTAL #	%
Used L.A.C.	62	72.9	18	21.2	2	2.4	0	0.0	3	3.5	85	100.0
Not used L.A.C.	26	53.1	12	24.5	1	2.0	1	2.0	9	18.4	49	100.0
Total	88	65.7	30	22.4	3	2.2	1	0.7	12	9.0	134	100.0

χ^2=11.41
df = 4
*

There are no significant differences in opinion of the L.A.C. among ethnic minorities or the Caucasian majority. Tables IV and V compare opinion of the L.A.C. between the factor of sex and among family incomes. Chi-square tests indicate significant differences in opinion for both of these tables. As can be seen from table IV a greater percentage of women students than men feel the L.A.C. to be essential whereas the reverse is true for the feeling that the L.A.C. is useful but not essential. It appears from table V that more low income students had never heard of the L.A.C. than any other group. It also appears that more of those students from middle incomes think the L.A.C. to be essential and more of those from incomes over $20,000 think the L.A.C. to be useful but not essential.

TABLE IV

Comparison of Opinions of L.A.C. by Sex

Sex	ESSENTIAL #	%	USEFUL #	%	MEANINGLESS #	%	HARMFUL #	%	NEVER HEARD OF IT #	%	TOTAL #	%
Male	40	54.1	25	33.8	2	2.7	1	1.4	6	8.1	74	100.1
Female	47	79.7	5	8.5	1	1.7	0	0.0	6	10.2	59	99.9
Total	87	65.4	30	22.6	3	2.3	1	0.8	12	9.0	133	100.1

χ^2= 13.71
df = 4
**

TABLE V

Comparison of Opinion of L.A.C. and Family Income

ANNUAL INCOME	ESSENTIAL #	%	USEFUL #	%	MEANINGLESS #	%	HARMFUL #	%	NEVER HEARD OF IT #	%	TOTAL #	%
Less than $5,000	10	58.8	2	11.8	1	5.9	0	0.0	4	23.5	17	100.0
$ 5,000 - $ 9,999	19	67.9	7	25.0	0	0.0	0	0.0	2	7.1	28	100.0
$10,000 - $14,999	23	76.7	5	16.7	2	6.7	0	0.0	0	0.0	30	100.1
$15,000 - $19,999	22	68.8	7	21.9	0	0.0	0	0.0	3	9.4	32	100.1
$20,000 - $25,000	3	42.9	3	42.9	0	0.0	1	14.3	0	0.0	7	100.1
More than $25,000	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0	4	100.0
Total	79	66.9	26	22.0	3	2.5	1	0.8	9	7.6	118	99.8

$\chi^2 = 34.82$
df = 20
*

No significant differences were found to exist in use of the L.A.C. for the factors of C.E.U. G.P.A., sex, or ethnic background, however, table VI compares use of the L.A.C. with family income and significant differences do exist there. Table VI shows that a greater percentage of lower income students use the L.A.C. than do those with higher incomes.

TABLE VI

Comparison of Use of L.A.C. and Family Income

	Less than $5,000 #	%	$5,000-$9,999 #	%	$10,000-$14,999 #	%	$15,000-$19,999 #	%	$20,000-$25,000 #	%	More than $25,000 #	%	Total #	%
Used L.A.C.	14	18.7	23	30.7	16	21.3	16	21.3	4	5.3	2	2.7	75	100.0
Not Used L.A.C	5	7.1	9	12.9	21	30.0	23	32.9	8	11.4	4	5.7	70	100.0
Total	19	13.1	32	22.1	37	25.5	39	26.9	12	8.3	6	4.1	145	100.0

$\chi^2 = 14.16$
df = 5
*

Table VII illustrates the responses to the question of how helpful the L.A.C. is in preparing students for college level courses. As can be seen those that have used the L.A.C. are more likely to view it as being extremely helpful while those that have not used it are more likely to view it as being somewhat helpful in this regard.

TABLE VII

Comparison of Use of L.A.C. and Opinion of Benefits of L.A.C. in Preparing for College Level Courses

	EXTREMELY HELPFUL		SOMEWHAT HELPFUL		NO DIFFERENCE		IT HINDERS		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Used L.A.C.	43	51.2	31	36.9	10	11.9	0	0.0	84	100.0
Not Used L.A.C.	11	26.2	25	59.9	5	11.9	1	2.4	42	100.0
Total	54	42.9	56	44.4	15	11.9	1	0.8	126	100.0

$\chi^2 = 9.31$
df = 3
*

Table VIII illustrates the responses to the question of how helpful the L.A.C. is in aiding students to succeed in regular college courses. It shows again that those who have used the L.A.C. view it more favorably than those who have not.

TABLE VIII

Comparison of Use of L.A.C. and Opinion of Benefits of L.A.C. in Succeeding in College Level Courses

	EXTREMELY HELPFUL		SOMEWHAT HELPFUL		NO DIFFERENCE		IT HINDERS		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Used L.A.C.	39	48.1	36	44.4	6	7.4	0	0.0	81	99.9
Not Used L.A.C.	8	22.2	21	58.3	6	16.7	1	2.8	36	100.0
Total	47	40.2	57	48.7	12	10.3	1	0.9	117	100.1

$\chi^2 = 9.49$
df = 3
*

Table IX illustrates the effect of instructors recommendations to use the L.A.C. on use of the L.A.C. As can be seen, students of teachers that recommend use of the L.A.C. are more likely to use it than students whose teachers never mention the L.A.C. Of interest here is the apparent reduction in use of the L.A.C. from students whose instructors seldom encourage them to use the L.A.C. to those whose instructors often encourage them to use the L.A.C. This would seem to indicate some saturation point at which the encouragement of teachers to use the L.A.C. is no longer effective in getting students to go there.

TABLE IX

Comparison of Use of L.A.C. and Frequency of Recommendation by Teachers

	OFTEN		SELDOM		NEVER		TOTAL	
	#	%	#	%	#	%	#	%
Used L.A.C.	21	26.6	36	45.6	22	27.8	79	100.0
Not Used L.A.C.	14	20.6	18	26.5	36	52.9	68	100.0
Total	35	23.8	54	36.7	58	39.5	147	100.0

$\chi^2 = 10.01$
df = 2
**

The main reasons students listed for using the L.A.C. are the obvious ones that come to mind; i.e. that they needed help in certain classes or that they needed background to prepare them for other classes. Among the students that used the L.A.C. was an indication that some of them wanted to use it more but couldn't because of schedule difficulties. These students desired more tutors available at more hours throughout the day covering more subjects. Among those who hadn't used the L.A.C. the main reasons for not using it were because they felt that they didn't need it, they had never heard of it or hadn't heard enough to go about using it, and because they didn't have time in their schedules to use it.

In the tables above there was one student who felt the L.A.C. hindered progress. His reason for saying this was that he thought that the L.A.C. hindered thought by providing too much help.

Among the other comments there were several that recommended more advertisement of what exactly is at the L.A.C. and how to go about using it. As noted above there is some degree of ignorance of the L.A.C. among the studentbody. There were several students that thought the L.A.C.'s program was geared to fit foreign students' needs and wasn't relevent to native students. There were several who also commented that the L.A.C. was quite a social place. They felt that the rule of quiet needed to be enforced more. The comment was also made that help should be given freely; students shouldn't be made to feel that they are imposing a burden on whomever is helping them. Some suggestions for programs were to include tapes of class lectures to enable students to make up missed classes and short review courses for science and math or other courses. It was also suggested that better control over materials needs to be gained to prevent thefts. There were many who commented that they thought the L.A.C. was doing a good job of meeting the needs of students and that it should keep up the good work.

Administrative - Student Relations

This section deals with the effect the college and more specifically its administration has on its students. Questions II-B and O, III-Q, V and W relate to the administrative procedures of the college and the results will now be presented.

II-O - I've been angered by something the college administration did.

RESPONSE	%+	95% CONFIDENCE INTERVAL
Often	19.3	14.1 - 24.5
Seldom	32.0	25.9 - 38.2
Never	48.7	42.1 - 55.2

II-B - I've had to go through a long, apparently senseless administrative process, red tape, etc.

RESPONSE	%	95% CONFIDENCE INTERVAL
Often	20.8	15.5 - 26.1
Seldom	46.4	40.0 - 52.9
Never	32.7	26.7 - 38.8

III-Q - Are registration procedures a real burden?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	33.7	27.6 - 39.8
No	59.8	53.5 - 66.1
No Opinion	6.5	3.2 - 9.8

III-V - Is it hard for students here to get their concerns known and acted on?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	31.4	25.3 - 37.5
No	39.5	33.0 - 45.9
No Opinion	29.1	23.1 - 35.1

III-W - Are students here given the respect and responsibility of adults?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	65.9	59.7 - 72.1
No	16.2	11.3 - 21.1
No Opinion	17.9	12.8 - 23.0

These tables show that more students have never been angered by the administration than have seldom been angered and more have seldom than often been angered. More students have seldom than never had to go through a long administrative process and more have never than often had to go through such a process. A significant majority of students report that registration procedures are not a real burden and about one-third report that they are. There is no diffenence in the numbers of students who agree, disagree, or have no opinion as to how hard it is for students to communicate with and promote action from the administration at C.E.U. A large majority of students feel that they are given the respect and responsibility of adults at C.E.U.

The faculty differ with the students in their answers to all of the above questions except for question III-Q. The differences are illustrated below.

II-O - I've been angered by something the college administration did.

	OFTEN		SELDOM		NEVER		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS+	31.4	19.3	52.2	32.0	79.3	48.7	162.9	100.0
STAFF	11	30.6	23.	63.9	2	5.6	36	100.1
TOTAL	42.4	21.3	75.2	37.8	81.3	40.9	198.9	100.0

$\chi^2 = 23.08$
df = 2
***

II-B - I've had to go through a long, apparently senseless administrative process, red tape, etc.

	OFTEN		SELDOM		NEVER		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS	35	20.8	78	46.4	55	32.7	168	99.9
STAFF	16	47.1	16	47.1	2	5.9	34	100.1
TOTAL	51	25.2	94	46.5	57	28.2	202	

$\chi^2 = 14.93$
df = 2
***

III-V - Is it hard for students here to get their concerns known and acted on?

	YES		NO		NO OPINION		TOTAL	
	#	%	#	%	#	%	#	%
STUDENT+	50.9	31.4	63.9	39.4	47.2	29.1	162	99.9
STAFF	20	55.6	12	33.3	4	11.1	36	100.0
TOTAL	70.9	35.8	75.9	38.3	51.2	25.9	198	100.0

$\chi^2 = 8.78$
df = 2
*

III-W - Are students here given the respect and responsibility of adults?

	YES #	YES %	NO #	NO %	NO OPINION #	NO OPINION %	TOTAL #	TOTAL %
STUDENTS+	108.1	65.9	26.6	16.2	29.4	17.9	164.1	100.0
STAFF	23	63.9	12	33.3	1	2.8	36	100.0
TOTAL	131.1	65.5	38.6	19.3	30.4	15.2	200.1	100.0

$\chi^2 = 8.96$
$df = 2$
*

The faculty show here that they feel that students have been angered by the administration more frequently than the students indicate is so. The faculty also believe that students have had more problems with red tape than the students indicate. The faculty show that they believe students have more trouble getting needs communicated and acted upon than the students indicate. Finally, more of the faculty than the students feel that students are not given the respect of adults at C.E.U.

It is apparent from the responses that students are satisfied with the registration procedures at C.E.U., and that they feel that they are treated as adults. There are many students that have been faced with a long apparently senseless administrative process at least once and about one-half of the students have been angered by the administration at one time or another. The greatest area of doubt among the students exists in probably the most significant area, that of communication in a meaningful way with those in authority. In their comments several students indicated that talking with administration about possible changes in course offerings or scheduling was, to quote one student, "like talking to a brick wall." It seems that if students have a valid point to make it should be given consideration. Of course, the way for students to make their points is already built into the administrative system at C.E.U., that is, through the student government. More will be said about this matter shortly.

Some reactions of the students to the college will now be discussed.

III-P - Is the college a friendly, comfortable place to be?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	82.0	77.0 - 87.1
No	7.2	3.7 - 10.7
No Opinion	10.8	6.7 - 14.9

IV-F - Should the college enforce campus regulations more firmly?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	33.3	27.3 - 39.4
No	36.3	30.1 - 42.4
No Opinion	30.4	24.5 - 36.3

III-X - Does the student government effectively represent your point of view?

RESPONSE	% +	95% CONFIDENCE INTERVAL
Yes	27.1	21.2 - 32.9
No	25.5	19.7 - 31.3
No Opinion	47.4	40.9 - 54.0

As these tables show, an overwhelming majority of C.E.U. students have positive, comfortable feelings about the college. There is no difference in the number of students who feel the college should not enforce campus regulations more firmly or have no opinion on this subject. There is no difference in the number of students who feel the student government does or does not represent them effectively, however, about one-half of C.E.U.'s students didn't have an opinion of the effectiveness of the student government.

Question IV-F was examined in light of where the students were living while attending school and the results were significant.

IV-F - Should the college enforce campus regulations more firmly?

	YES #	YES %	NO #	NO %	NO OPINION #	NO OPINION %	TOTAL #	TOTAL %
Live at home	28	25.9	43	39.8	37	34.3	108	100.0
Live off campus	11	39.3	8	28.6	9	32.1	28	100.0
Live in Dormitory	16	55.2	9	31.0	4	13.8	29	100.0
Total	55	33.3	60	36.4	50	30.3	165	100.0

$\chi^2 = 28.88$
df = 4
***

This table shows that those who live in the dormitorys are more definite in their opinions on this questions and feel that the college should enforce the rules more firmly. Those students that live at home don't see any great need for stricter enforcement of regulations.

The faculty-staff answered question III-P in a manner similar to the students but they differed in their responses to questions IV-F and III-X. These differences will now be illustrated.

IV-F - Should the college enforce campus regulations more firmly?

	YES #	YES %	NO #	NO %	NO OPINION #	NO OPINION %	TOTAL #	TOTAL %
STUDENTS	57	33.3	62	36.3	52	30.4	171	100.0
STAFF	27	90.0	3	10.0	0	0.0	30	100.0
TOTAL	84	41.8	65	32.3	52	25.9	201	100.0

$\chi^2 = 34.18$
df = 2
***

III-X - Does the student government effectively represent your point of view?

	YES		NO		NO OPINION		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS+	43.6	27.1	41.1	25.5	76.4	47.4	161.1	100.0	χ^2 = 10.18
STAFF	11	29.7	18	48.6	8	21.6	37	99.9	df = 2
TOTAL	54.6	27.6	59.1	29.8	84.4	42.6	198.1	100.0	**

It is obvious from the above that the faculty feel that campus regulations need to be enforced more firmly. In regard to student government, the faculty felt that more students would feel that it did not adequately represent them than had no opinion about it. The fact that so many students have no opinion about the student government does much toward saying that it does not adequately represent most of the students at C.E.U. Whether this is the fault of the student government or not is another question. Apathy among students about such matters is certainly common. The fact remains that students generally do not feel that their voice is heard at C.E.U. and they do not feel confident in the student government speaking for them. Therefore, it is recommended that steps be taken to ensure that the student government is aware of what the students as a whole want so that they, in turn, can represent this to the proper administrative authorities. Furthermore, it is felt that such requests should be given due consideration by those in authority and acted upon as conditions warrant. As to how the student government should maintain contact with the students is another question. It is felt that the results of the student opinions to the questions in this study offer a good starting point and therefore copies of this report should be made available to the student officers.

The last questions to be considered in this section relate to financial aid at C.E.U.

V-A - Did you apply for a scholarship at C.E.U.?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	41.5	35.1 - 47.9
No	58.5	52.1 - 64.9

If yes, do you feel the results of this application were fair to you?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	80.3	71.9 - 88.7
No	19.7	11.3 - 28.1

V-B - Did you apply for any other kind of financial aid at C.E.U.?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	28.6	22.7 - 34.4
No	71.4	65.6 - 77.3

If yes, do you feel the results of this application were fair to you?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	69.6	59.2 - 80.0
No	30.4	20.0 - 40.8

According to these figures less than one-half of C.E.U.'s students had applied for a scholarship and just over one-fourth had applied for other forms of financial aid. In both cases a significant majority of students felt that their applications had received fair treatment. The differences in response by class to question V-A are illustrated below.

	Applied for Scholarship #	%	Did not Apply for Scholarship #	%	Total #	%
FRESHMEN	36	40.9	52	59.1	88	100.0
SOPHOMORES	34	52.3	31	47.7	65	100.0
OTHERS	2	14.3	12	85.7	14	100.0
TOTAL	72	43.1	95	56.9	167	100.0

$\chi^2 = 7.16$
df = 2
*

From this table it is seen that sophomores had applied for scholarships more frequently than freshmen. This fact is probably due to the greater familiarity with C.E.U. which sophomores have. With the increase in scholarships available to high school students which has become part of C.E.U. policy this year, it is felt that this discrepancy has been attended to.

In their answers to the questions in this section, the students generally express their satisfaction with the administration of C.E.U. As has been pointed out the students feel that the lines of communication need to be opened more between students and the administration. Some of the students' comments touch on this area and may profitably be repeated at this point. First of all there were several students who did not see much purpose for all of the administrators at C.E.U. One suggested that their salaries could be put to better use by using them for facilities. There were problems mentioned with getting help from the office staff at C.E.U. as well. A comment repeated more often than any other had to do with the scheduling of courses at C.E.U. This seems to be as appropriate a moment as any to discuss this matter as it relates to communication with the administration.

The comment was made that talking about changes in course schedules is a very fruitless process. Obviously courses cannot be moved around to suit the whim of every student, yet this complaint is repeated often enough to suggest that the problem is real. Many students feel that too many courses are offered at the same time in the morning, thus making it difficult to get all the courses they need or want. The suggestion is made that the courses be spread out more, over the day, making conflicts less probable. That is probably the most practical solution, but another suggestion is that more sections be offered so that the same problem could be solved. Concern in this issue has been expressed by the faculty as well as the students and it will be examined in more detail in a subsequent report on the scheduling as it relates to curriculum at C.E.U. One more suggestion relating to this problem is one that should be given serious consideration. Several students asked that a schedule of courses for the year be made available so that students would know which classes they need to take now and which they could take at a later date. A final schedule for the year may not be a realistic undertaking; however, a trial schedule could be set up by each division or department for the year to enable students to express their concerns before the schedule has been finalized and printed. Such a service could be a great aid to the students and to more efficient scheduling.

Comments on one other subject in this section need to be explained. Several students living in the dormitorys commented on the need for more enforcement of the rules at the East Dorm. It is mentioned that rule-breakers are rarely caught and once caught are rarely punished. In view of the consensus among faculty-staff and dormitory residents on rule enforcement, it is recommended that stricter interpretations of the rules be applied in order to make sure that the rights of all individulas on campus are preserved.

Student Activities

An evaluation of the responses and comments on the activities for students at C.E.U. will now be presented. There were 10 questions on the survey form dealing with activities for students. These are questions II-J, III-F, G, I, J, K, L and S, and IV-D and G.

The first questions to be considered are those relating directly to the activities themselves at C.E.U.

II-J - I've gone to a meeting of a college organization or to an organized social activity of the college.

RESPONSE	%	95% CONFIDENCE INTERVAL
Never	32.9	26.8 - 39.0
Once	10.2	6.2 - 14.2
More than Once	56.9	50.5 - 63.3

III-F - How do you feel about cultural events on campus - art exhibits, plays, concerts, etc.?

RESPONSE	%	95% CONFIDENCE INTERVAL
Positive	80.9	75.9 - 86.0
No Opinion	15.0	10.4 - 19.6
Negative	4.0	1.4 - 6.8

III-I - Do you think organized social activities at the college are unnecessary because enough is going on in the surrounding area?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	3.5	1.2 - 6.0
No	91.2	87.4 - 95.0
No Opinion	5.3	2.2 - 8.4

III-G - Are you in favor of activities designed for married students or older students?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	59.5	53.3 - 65.8
No	16.2	11.4 - 20.9
No Opinion	24.3	18.8 - 29.8

The above tables show that a majority of C.E.U. students have gone to an organized activity of the college more than once. It is also seen that about one-third of C.E.U.'s students have never been to such an activity. The overwhelming majority of students favor cultural events on campus. An even greater majority feel that organized social activities at the college are necessary. Over one-half of all students favor activities for married or older students. Smaller but approximately equal numbers oppose or have no opinion of these type of activities.

The faculty-staff agreed with the responses to all of these questions except question II-J.

II-J - I've gone to a meeting of a college organization or to an organized social activity of the college.

	NEVER		ONCE		MORE THAN ONCE		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS	55	32.9	17	10.2	95	56.9	167	100.0
STAFF	1	2.9	4	11.8	29	85.3	34	100.0
TOTAL	56	27.9	21	10.4	124	61.7	201	100.0

$\chi^2 = 12.89$
df = 4
**

According to this table the faculty perceived the students as being more involved with activities at the college than they actually are.

The results to question III-I were examined in light of whether the student was from Carbon or Emery County or from outside the area. No difference in responses was found to exist, showing that even students from the surrounding area are in need of organized social activities at the college.

The responses to question III-G were examined with respect to the age and marital status of the respondents. Significant differences were found to exist.

III-G - Are you in favor of activities designed for married students or older students?

AGE	YES		NO		NO OPINION		TOTAL	
	#	%	#	%	#	%	#	%
19 or Below	42	53.8	12	15.4	24	30.8	78	100.0
20 or 21	22	48.9	11	24.4	12	26.7	45	100.0
22 or Older	35	77.8	4	8.9	6	13.3	45	100.0
TOTAL	99	58.9	27	16.1	42	25.0	168	100.0

$\chi^2 = 10.79$
df = 4
*

III-G - Are you in favor of activities desinged for married students or older students?

MARITAL STATUS	YES		NO		NO OPINION		TOTAL	
	#	%	#	%	#	%	#	%
SINGLE	76	54.7	24	17.3	39	28.1	139	100.1
MARRIED	22	78.6	4	14.3	2	7.1	28	100.0
TOTAL	98	58.7	28	16.8	41	24.6	167	100.1

$\chi^2 = 6.54$
df = 2
*

These tables show that there is greater interest in activities for older or married students among the older and married students. The responses to question III-F, 'How do you feel about cultural events on campus - art exhibits, plays, concerts, etc?' were examined with respect to age and marital status and no differences in response were found to exist. This implies that the older and married students don't differ greatly from other students in their interests but would like more association with students of their own situation. It is recommended that consideration be given to forming a social club for older and married students so that they can develop their associations and feel more at home on this campus. It seems that the number of potential members is greater than that for some clubs already in existence.

The students' attitude toward activities and attending college will now be explored.

III-K - Do you think the students here don't care much about anything except getting through with college?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	28.3	22.4 - 34.3
No	51.6	45.0 - 58.1
No Opinion	20.1	14.8 - 25.4

III-L - Is the campus a place where students just go to class, nothing much else happens here?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	33.0	26.9 - 39.1
No	56.1	49.6 - 62.5
No Opinion	10.9	6.7 - 15.1

III-S - Do you agree with the statement, 'I'm here for the classes, I don't need the non-curricular activities'?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	12.6	8.1 - 17.0
No	79.2	73.8 - 84.6
No Opinion	8.2	4.5 - 11.9

About one-half of the students feel that students at C.E.U. have an interest in more than just completing their courses. No difference exists in the number of students who believe that is all students care about and who have no opinion on this subject. About one-third of the students feel that the campus is a place to go for classes and nothing more. Note that this is the same number of students as those who have never gone to an activity on campus. About one-half of the students feel that the campus offers more than just classes. A majority of students state that they feel that they need C.E.U. for more than the classwork offered here. The faculty agreed with the students in their responses to the above questions.

It seems that there is a greater interest than activity by the students in the activities on campus. This gap can be assumed to represent the amount of apathy present in the students at C.E.U. From the answers given above it appears that about one-half of C.E.U.'s students overcome apathy and are actually involved in the various activities around campus.

Some questions relating to the control of activities will now be discussed.

III-J - Do you think a handful of students run things here?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	55.7	49.3 - 62.2
No	23.7	18.2 - 29.3
No Opinion	20.6	15.3 - 25.9

IV -D - Should the college cut out compulsory student fees, such as those for student activities, inter-collegiate athletics, the student newspaper, etc.?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	28.0	22.2 - 33.8
No	51.2	44.7 - 57.6
No Opinion	20.8	15.5 - 26.1

IV-G - Should the college leave control of students' out-of-class activities entirely to the students?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	46.5	40.1 - 52.9
No	34.7	28.6 - 40.8
No Opinion	18.8	13.7 - 23.9

About one-half of the students express the opinion that a handful of students are running student affairs at C.E.U. There is no difference in the number of those who think this is not the case or have no opinion. These figures lead back to the earlier discussion of the effectiveness of the student government in representing the students. Not only should the student government be more aware of what the students want, it is apparent that the students should be more aware of what the student government can do for them.

About one-half of the students indicate that the school should not cut out student fees to support student activities. A significant difference does not exist between the number of those who feel fees should be cut out and those who have no opinion. There is no significant difference in the number of those students who feel control of their activities should be left entirely to the students and those who feel that they shouldn't.

The faculty-staff differed in their responses to question III-J and IV-G. These differences are illustrated below.

III-J - Do you think a handful of students run things here?

	YES		NO		NO OPINION		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS+	92.5	55.7	39.4	23.7	34.1	20.5	166	99.9
STAFF	31	86.1	4	11.1	1	2.8	36	100.0
TOTAL	123.5	61.1	43.4	21.5	35.1	17.4	202	100.0

$\chi^2 = 12.04$
df = 2
**

IV-G - Should the college leave control of students' out-of-class activities entirely to the students?

	YES		NO		NO OPINION		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS	79	46.5	59	34.7	32	18.8	170	100.0
STAFF	8	26.7	20	66.7	2	6.7	30	100.1
TOTAL	87	43.5	79	39.5	34	17.0	200	100.0

$\chi^2 = 11.11$
df = 2
**

These tables show that the faculty felt strongly that the students would say that only a handful of students ran affairs at C.E.U. It is also clear that the faculty felt that students should not have sole control over their activities.

There were dozens of comments by students on the activities at C.E.U. Some of them praising the activities available here and many offering constructive criticisms. Many students felt that the students themselves needed to support activities better. The comment was also frequently made that the faculty and administration needed to become more involved in student activities to show the students that they actually cared about the students and not, as one person put it, "-----that big bank roll in their pockets." It was also mentioned that if activities were publicized better and earlier then there would be better attendance. In light of these comments something should be done to insure better participation in activities by students and faculty. Better publicity should provide a help, at least with the students. Consideration should be given to some way to foster more involvement on the part of the faculty with school activities. Even if only encouraged more often to attend various functions, given the rationale of increasing school unity; such a step is certainly warranted.

In addition to those comments mentioned above, the plea for more activities was frequently repeated. Especially non-specific activities designed for the entire school community. Most frequently mentioned were more dances (with live bands), movies, and more games in the student lounge. The reason for these complaints seemed to be due to activities which were available to only a segment of the school population such as clubs and the L.D.S. Institute activities. The feeling expressed was not one of wanting to do away with these activities but rather of providing an outlet for all students. It was mentioned that not all students are Latter-Day Saints and so school activities should be designed for all.

Several comments were made regarding an intra-mural program. The consensus of those who mentioned this matter was that if more administrative support and publicity were given to intra-murals, more students would become involved.

In general it seems that the problems mentioned in this section assoicated with student activities are primarily student oriented. It is strongly recommended, however, that the faculty and staff go to greater lengths in lending their support to the students and their activities. Nothing but good can result from such increased support.

Student Opinions of C.E.U.'s Facilities

This section will consider the students' reactions to the facilities on campus such as the library, bookstore, dormitories, food services, etc. Of first consideration will be the students' general reaction to the college.

IV-I - Do you think C.E.U. is well equipped?

RESPONSE	+ %	95% CONFIDENCE INTERVAL
Yes	46.6	40.2 - 53.1
No	33.5	27.4 - 39.6
No Opinion	19.9	14.6 - 25.1

IV-J - Do you think the campus facilities of C.E.U. are modern?

RESPONSE	+ %	95% CONFIDENCE INTERVAL
Yes	57.9	51.5 - 64.4
No	24.4	18.7 - 30.0
No Opinion	17.7	12.7 - 22.8

IV-K - Do you think C.E.U.'s campus is attractive?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	73.3	67.6 - 78.9
No	15.1	10.5 - 19.8
No Opinion	11.6	7.4 - 15.8

IV-L - Do you think C.E.U. would be a better school if it were not located in or around Price?

RESPONSE	+ %	95% CONFIDENCE INTERVAL
Yes	17.5	12.5 - 22.5
No	64.3	58.0 - 70.5
No Opinion	18.2	13.2 - 23.3

From the results to question IV-I, about one-half of C.E.U.'s students believe C.E.U. is well equipped. This is significantly more than those who feel it is not well equipped. To see if differences existed for students enrolled in majors in one of C.E.U.'s three divisions, the results were examined again. No significant difference was found to exist in the way students answered this question among divisions. The faculty did not differ from the students in the way they answered this question. Among local high school students, as reported in the Office of

Institutional Research report previously cited, how well equipped C.E.U. is was listed in one of the significant factors affecting decisions to attend C.E.U. It was also one of the areas where the most doubt existed among local students. According to the results above, while many students don't feel C.E.U. is well equipped, more do, and therefore it is appropriate to use this information in trying to recruit local students to attend C.E.U.

In their responses to question IV-J, a majority of C.E.U. students report that they believe the facilities of C.E.U. to be modern. The faculty did not concur in their responses.

IV-J - Do you think the campus facilities of C.E.U. are modern?

	YES		NO		NO OPINION		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS+	95	57.9	40	24.4	29	17.7	164	100.0	χ^2= 10.76
STAFF	12	40.0	16	53.3	2	6.7	30	100.0	df = 2
TOTAL	107	55.2	56	28.9	31	16.0	194	100.1	**

As shown above the faculty did not feel that the campus facilities were modern.

The response to question IV-K show that a large majority of students felt that C.E.U.'s campus is attractive. The faculty-staff agreed with the students in their responses to this question.

In their responses to the question of whether C.E.U. would be a better school if it were not located in Price, a majority of students felt that location in Price did not take anything away from the school. The faculty agreed with this opinion in their responses. When the students' answers to the above question were examined in light of whether the student resided in Carbon or Emery County or not, some interesting results came forth.

IV-L - Do you think C.E.U. would be a better school if it were not located in or around Price?

	YES		NO		NO OPINION		TOTAL		
	#	%	#	%	#	%	#	%	
Live in Carbon or Emery County	15	11.7	91	71.1	22	17.2	128	100.0	χ^2= 10.26
Live in Other Area	11	30.6	16	44.4	9	25.0	36	100.0	df = 2
TOTAL	26	15.9	107	65.2	31	18.9	164	100.0	**

It is seen that although more of those not living in the area of C.E.U. (Carbon and Emery Counties) still feel that C.E.U.'s location does not take anything away from the school, the difference in response is great enough to be

significant. Therefore, the hypothesis that more of those not living in the immediate area of C.E.U. feel that C.E.U. would be better if located elsewhere is accepted.

The responses to the questions regarding food services will now be examined.

III-M - Are food services on campus adequate for your needs?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	40.7	34.4 - 47.0
No	27.9	22.2 - 33.7
No Opinion	31.4	25.5 - 37.3

III-N - Are you satisfied with the services offered by the cafeteria?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	26.2	20.5 - 31.8
No	28.5	22.7 - 34.3
No Opinion	45.3	39.0 - 51.7

These responses show that no significant differences exist between the number of those who find food services adequate and have no opinion of the adequacy of food services. Similarly, no difference exists between those with no opinion and those who do not feel that food services are adequate. There is no difference between those who are and are not satisfied with the cafeteria. About one-half of C.E.U.'s students expressed no opinion of the cafeteria.

The responses to the above questions were further examined to see if dorm residents differed from other students in their responses. These results are presented below.

III-M - Are food services on campus adequate for your needs?

	YES		NO		NO OPINION		TOTAL	
	#	%	#	%	#	%	#	%
Live at Home	48	43.6	23	20.9	39	35.5	110	100.0
Live off-campus	12	44.4	4	14.8	11	40.7	27	99.9
Live in Dormitory	8	27.6	19	65.5	2	6.9	29	100.0
TOTAL	68	41.0	46	27.7	52	31.3	166	100.0

$\chi^2 = 26.84$
df = 4
***

III-N - Are you satisfied with the services offered by the cafeteria?

	YES		NO		NO OPINION		TOTAL		
	#	%	#	%	#	%	#	%	
Live at Home	25	22.9	24	22.0	60	55.0	109	99.9	$\chi^2 = 35.59$
Live off-Campus	11	39.3	3	10.7	14	50.0	28	100.0	df = 4
Live in Dormitory	7	24.1	20	69.0	2	6.9	29	100.0	***
TOTAL	43	25.9	47	28.3	76	45.8	166	100.0	

It is obvious that those who live in the dormitories, that is, those who have to use the cafeteria more than anyone else, are the most dissatisfied with food services and especially the cafeteria. One comment on food services was to request that more attention be paid to the students' wishes with regard to the menu.

The faculty, in their answers to the above questions, differed with the students.

III-M - Are food services on campus adequate for your needs?

	YES		NO		NO OPINION		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS	70	40.7	48	27.9	54	31.4	172	100.0	$\chi^2 = 7.81$
STAFF	23	62.2	10	27.0	4	10.8	37	100.0	df = 2
TOTAL	93	44.5	58	27.8	58	27.8	209	100.1	*

III-N - Are you satisfied with the services offered by the cafeteria?

	YES		NO		NO OPINION		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS	45	26.2	49	28.5	78	45.3	172	100.0	$\chi^2 = 12.90$
STAFF	19	51.4	12	32.4	6	16.2	37	100.0	df = 2
TOTAL	64	30.6	61	29.2	84	40.2	209	100.0	**

In both cases the faculty felt the students would respond more favorably than they actually did. It is apparent that the food services at C.E.U. are not satisfying the students that use them most. Of course with familiarity comes contempt and it is likely that many of these responses are due to boredom with what is offered rather than intense dislike. Still, the students's feelings should be recognized and efforts made to improve.

The next logical step after the above discussion is to housing itself. The responses to the questions dealing with housing are presented below.

III-O - Have you had problems getting acceptable housing?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	14.1	9.6 - 18.7
No	61.2	54.9 - 67.4
No Opinion	24.7	19.1 - 30.3

IV-H - Do you think the college dormitories provide adequate services?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	27.9	22.0 - 33.7
No	19.2	14.0 - 24.3
No Opinion	53.0	46.5 - 59.4

The table on question III-O shows that a majority of C.E.U. students have not had problems finding housing while only a small minority have had problems. The answers to question IV-W show that approximately equal numbers of students do or do not feel that the college dormitories provide adequate services. The above two questions were examined with regard to several other items. These results are presented below.

III-O - Have you had problems getting acceptable housing?

	YES #	YES %	NO #	NO %	NO OPINION #	NO OPINION %	TOTAL #	TOTAL %	
Live in Carbon or Emery County	16	12.6	72	56.7	39	30.7	127	100.0	$\chi^2 = 11.88$ df = 2 **
Live in Other Area	7	19.4	28	77.8	1	2.8	36	100.0	
TOTAL	23	14.1	100	61.3	40	24.5	163	99.9	

III-O - Have you had problems getting acceptable housing?

	YES #	YES %	NO #	NO %	NO OPINION #	NO OPINION %	TOTAL #	TOTAL %	
Live at Home	12	11.0	62	56.9	35	32.0	109	100.0	$\chi^2 = 13.78$ df= 4 **
Live Off-Campus	4	14.3	18	64.3	6	21.4	28	100.0	
Live in Dormitory	7	25.0	21	75.0	0	0.0	28	100.0	
TOTAL	23	13.9	101	61.2	41	24.8	165	99.9	

IV-H - Do you think the college dormitories provide adequate services?

	YES		NO		NO OPINION		TOTAL		
	#	%	#	%	#	%	#	%	
Live at Home	29	26.4	11	10.0	70	63.6	110	100.0	χ^2 = 32.61
Live Off-Campus	6	21.4	6	21.4	16	57.1	28	99.9	df = 4
Live in Dormitory	14	50.0	12	42.9	2	7.1	28	100.0	***
TOTAL	49	29.5	29	17.5	88	53.0	166	100.0	

In all three cases significant differences in the responses exist. However, when the 'no opinion' responses are eliminated the significant differences disappear, leading to the conclusion that the problems in finding housing are the same for residents of the area or non-residents. The opinion of the dormitory also does not differ for dorm-residents or others.

The responses of the faculty differed from those of the students.

III-O - Have you had problems getting acceptable housing?

	YES		NO		NO OPINION		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS	24	14.1	104	61.2	42	24.7	170	100.0	χ^2 = 26.88
STAFF	19	52.8	12	33.3	5	13.9	36	100.0	df = 2
TOTAL	43	20.9	116	56.3	47	22.8	206	100.0	***

IV-W - Do you think the college dormitories provide adequate services?

	YES		NO		NO OPINION		TOTAL		
	#	%	#	%	#	%	#	%	
STUDENTS+	46.3	27.9	31.8	19.2	87.9	53.0	166	100.1	χ^2 = 20.31
STAFF	7	23.3	17	56.7	6	20.0	30	100.0	df = 2
TOTAL	53.3	27.2	48.8	24.9	93.9	47.9	196	100.0	***

As the above tables show, more of the faculty-staff felt that the students had problems finding housing than the students indicated. The faculty also felt the students would be more negative in their appraisal of the dorms than they actually were.

The responses to some questions regarding the library and its services will now be examined.

III-T - Are you satisfied with the services of the library?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	87.7	83.4 - 92.0
No	8.2	4.6 - 11.8
No Opinion	4.1	1.4 - 6.8

IV-B - Should the college limit some library books to one-day circulation so they will be available to more students?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	25.9	20.1 - 31.7
No	35.5	29.2 - 41.8
No Opinion	38.6	32.2 - 45.0

IV-C - Should the library stock more copies of texts or other required books for rental by the day or week?

RESPONSE	%+	95% CONFIDENCE INTERVAL
Yes	62.2	55.8 - 68.5
No	10.1	6.0 - 14.2
No Opinion	27.7	21.9 - 33.6

V-F - In your opinion, should the library be open on Saturday?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	64.5	58.3 - 70.7
No	13.6	9.1 - 18.1
No Opinion	21.9	16.5 - 27.3

If it were open on Saturday, when would you use it?

RESPONSE	%
Morning	26.8
Afternoon	63.4
Evening	20.3
I wouldn't	22.2

The above tables show that a large majority of students are satisfied with the services of the library. No significant difference exists in the number of students who do or do not think heavily used books should be limited to one-day circulation. A majority of the students do feel that the library should stock more copies of required books. A majority of students would like the library to be open on Saturday. 22.2% of those responding indicated that they would not use the library on Saturday while others indicated various times that they would use the library on Saturdays. The preferred time to use it is Saturday afternoon.

The faculty agreed with the students in their responses to question IV-C, however, they differed with the responses to question III-T and IV-B. These differences are illustrated below.

III-T - Are you satisfied with the services of the library?

	YES		NO		NO OPINION		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS	150	87.7	14	8.2	7	4.1	171	100.0
STAFF	23	62.2	7	18.9	7	18.9	37	100.0
TOTAL	173	83.2	21	10.1	14	6.7	208	100.0

$\chi^2 = 15.79$
df = 2
***

IV-B - Should the college limit some library books to one-day circulation so they will be available to more students?

	YES		NO		NO OPINION		TOTAL	
	#	%	#	%	#	%	#	%
STUDENTS+	42.2	25.9	57.9	35.5	62.9	38.6	163	100.0
STAFF	24	64.9	9	24.3	4	10.8	37	100.0
TOTAL	66.2	33.1	66.9	33.5	66.9	33.5	200	100.1

$\chi^2 = 21.92$
df = 2
***

As the above tables show, more of the faculty felt that students would not be satisfied with the library more than they actually were. The faculty also felt strongly that the library should limit some books to one-day circulation. In light of this feeling by the faculty expressing need and the feeling of the students showing less than overwhelming support, improvement of the present system for reserving heavily used books should be looked into. It also appears that the library needs to be open on Saturday. If it were open on a regular schedule, every Saturday, and the students were informed of this, it is likely that it would be used profitably by the students. As indicated, the afternoon is the most popular time. Perhaps the library could set an 11-3 or some similar schedule for Saturday, thus enabling students to do some necessary work.

The last questions to be examined in this section deal with the bookstore.

III-U - Are you satisfied with the services of the college bookstore?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	84.6	79.9 - 89.3
No	10.7	6.6 - 14.7
No Opinion	4.7	1.8 - 7.6

III-R - Have the costs of books and supplies been a problem?

RESPONSE	%	95% CONFIDENCE INTERVAL
Yes	49.4	43.0 - 55.8
No	43.4	37.1 - 49.8
No Opinion	7.1	3.7 - 10.6

A large majority of students indicate that they are satisfied with the services of the bookstore, however, approximately equal numbers of students indicate that the costs of books and supplies either have or have not been a problem. This question was examined in relationship to the student's family income. The results show that there are no significant differences in response to this question for the various levels of family income. In other words, students from families with incomes over $25,000 have as much trouble meeting the cost of books and supplies as students from families with incomes under $5,000. The faculty-staff did not differ from the students in their responses to the above questions.

It appears that the students generally have a positive opinion of the various facilities at C.E.U. The only really negative feelings are those of the dormitory residents toward the food services. If some improvement in student attitudes can be made in this area and a few other changes implemented as suggested, the majority of students will certainly be well pleased with the facilities C.E.U. provides for their use.

Summary

Due to the large number of questions and their comprehensiveness, it would be impractical and repetitious to summarize all the results at this point in the report. Rather, the reader is urged to examine the results and conclusions for those areas of interest to him. The results show that there are many areas in which C.E.U. may take pride and announce that it is satisfying the needs of its students. However, the results also show that there are many areas where C.E.U. is not meeting the needs of most of its students. These realities need to be faced and steps taken so that C.E.U. can truly say that it does meet the needs of its students.

Of concern is the general discrepancy which exists throughout the report between student views and faculty-staff perceptions of these views. For the sake of brevity, the term faculty was often used in the report, but it should be noted that this 'faculty' was actually composed of faculty, administration, and staff. The fact that their responses were so often at variance with the students' responses does not speak well for how well acquainted the 'faculty' is with the students they must teach and counsel. The faculty, staff and administration need to try and be more aware of the feelings of more of the students at C.E.U.

There is one area that this report merely touched upon, course scheduling, which will be examined in more detail in an upcoming report dealing with the curriculum needs of the students, and even more importantly, if C.E.U. is to become a true community college, with the curriculum needs of the community. After all, the purpose of C.E.U. is to teach students. When C.E.U. offers the courses that the people in its community truly desire, then it can honestly be said that C.E.U. is a community college. To grow closer to that goal is the purpose of this report and it is hoped that use of the results heretofore presented will make this goal more of a reality.

APPENDIX

Your participation in this study will aid C.E.U. as it tries to meet the needs of its students. We are interested in what you think of C.E.U. Please respond to the items in this questionnaire as accurately and honestly as possible. There is room at the back for any comments you would like to make. Your response will be kept strictly confidential. Thank you for your cooperation. Please limit your responses to the current 1975-1976 academic year at C.E.U.

I - In general this year at school:

A. My instructors have been available outside class at convenient times. Often__ Seldom___ Never___

B. My instructors had trouble understanding student's problems. Often__ Seldom___ Never___

C. My instructors geared their teaching to the students' abilities and interests. Often__ Seldom___ Never___

D. My instructors were unable to explain something so I could understand it. Often__ Seldom___ Never___

E. My instructors presented more than what was contained in the assigned readings. Often__ Seldom___ Never___

F. My instructors merely presented material, leaving me to get it as well as I could. Often__ Seldom___ Never___

G. My instructors expected more outside work than I had time for. Often__ Seldom___ Never___

H. My instructors treated all students fairly in the way they assigned grades. Always__ Sometimes__ Never__

I. My instructors were clear about what they expected of students. Always__ Sometimes__ Never__

J. My instructors piled on work as though I was taking only their class. Agree__ Disagree__ No Opinion__

K. My instructors taught over the heads of the students. Often__ Seldom___ Never___

L. I've been in courses where the instructor was consistently unprepared. Often__ Seldom___ Never___

M. I've taken courses geared too heavily to students planning to go to a four year college. Often__ Seldom___ Never___

N. I've been in courses directed too heavily toward students going into a job in that field. Often__ Seldom___ Never___

O. I've taken a course that was taught too much like a high school course. Once___ More than Once_____ Never___

II - This year at school:

A. I've talked with or received help on coursework from my instructors outside of class. Often__ Seldom____ Never__

B. I've had to go through a long, apparently senseless, administrative process, red tape, etc. Often__ Seldom____ Never__

C. I've had to go from office to office trying to get some information. Often__ Seldom____ Never__

D. I've talked with a counselor about my future plans. Often__ Seldom____ Never__

E. I've talked with instructors about things not connected with class. Often__ Seldom____ Never__

F. To learn about job possibilities, I've examined materials on campus about careers. Often__ Seldom____ Never__

G. I've taken tests to determine what kind of courses to take. Once___ More than Once_____ Never__

H. I've tried unsuccessfully to meet with a counselor other than my faculty advisor. Once___ More than Once_____ Never__

I. I've been given wrong or incomplete information about a program or course by a college staff member. Often__ Seldom____ Never__

J. I've gone to a meeting of a college organization or to an organized social activity of the college. Once___ More than Once_____ Never__

K. I've faced a problem involving housing, a job, financial aid, or something else connected with going to college, where the college should have helped me but didn't, even though I tried to receive help. Once___ More than Once_____ Never__

L. I've felt that a faculty or staff member didn't understand me. Often__ Seldom____ Never__

M. I've received help from a faculty or staff member with a problem I was having in college. Often__ Seldom____ Never__

N. I've tried unsuccessfully to meet with my faculty advisor. Once___ More than Once_____ Never__

O. I've been angered by something the college administration did. Often__ Seldom____ Never__

P. I've had assignments that amounted to only busy work. Often__ Seldom____ Never__

Q. I've been bored in class. Often__ Seldom____ Never__

R. I've been in a class that just went over material I already knew. Often__ Seldom____ Never__

This year at school:

S. I've felt left behind in class. Often__ Seldom___ Never__

T. I've felt frustrated because a class wasn't moving fast enough. Often__ Seldom___ Never__

U. I've felt bitter or angry about the lack of sensitivity of a member of the college faculty or staff. Often__ Seldom___ Never__

III - In general:

A. How do you feel about taking a course based on independent study? Positive__ No Opinion___ Negative__

B. How do you feel about teaching the best students and the slower students in separate classes? Positive__ No Opinion___ Negative__

C. Do you think classes should stay on schedule even if some students get left behind or lose interest? Yes___ No_____ No Opinion___

D. Are you in favor of at least one course in which you are not graded? Yes___ No_____ No Opinion___

E. Do you favor course credit based on passing an exam without having to take the course? Yes___ No_____ No Opinion___

F. How do you feel about cultural events on campus- art exhibits, plays, concerts, etc.? Positive__ No Opinion___ Negative__

G. Are you in favor of activities designed for married students or older students? Yes___ No_____ No Opinion___

H. Do you feel you've lost time toward a Bachelors degree because some of the courses you've taken won't count in a four-year college? Yes___ No_____ No Opinion___

I. Do you think organized social activities at the college are unnecessary because enough is going on in the surrounding area? Yes___ No_____ No Opinion___

J. Do you think a handful of students run things here? Yes___ No_____ No Opinion___

K. Do you think the students here don't care much about anything except getting through with college? Yes___ No_____ No Opinion___

L. Is the campus a place where students just go to class, nothing much else happens here? Yes___ No_____ Opinion___

M. Are food services on campus adequate for your needs? Yes___ No_____ No Opinion___

N. Are you satisfied with the services offered by the cafeteria? Yes___ No_____ No Opinion___

In general:

C. Have you had problems getting acceptable housing? Yes___ No___ No Opinion___

P. Is the college a friendly, comfortable place to be? Yes___ No___ No Opinion___

Q. Are registration procedures a real burden? Yes___ No___ No Opinion___

R. Have the costs of books and supplies been a problem? Yes___ No___ No Opinion___

S. Do you agree with the statement, "I'm here for the classes; I don't need the non-curricular activities"? Yes___ No___ No Opinion___

T. Are you satisfied with the services of the library? Yes___ No___ No Opinion___

U. Are you satisfied with the services of the college bookstore? Yes___ No___ No Opinion___

V. Is it hard for students here to get their concerns known and acted on? Yes___ No___ No Opinion___

W. Are students here given the respect and responsibility of adults? Yes___ No___ No Opinion___

X. Does the student government effectively represent your point of view? Yes___ No___ No Opinion___

Y. Have you been required to take a course below the level of one you wanted and could have handled? Once___ More than Once___ Never___

Z. Have you taken a required course that's been a waste of time? Once___ More than Once___ Never___

IV -

A. Do you need more information about what the job situation will be like when you leave here? Yes___ No___ Uncertain___

B. Should the college limit some library books to one-day circulation so they will be available to more students? Yes___ No___ No Opinion___

C. Should the library stock more copies of texts or other required books for rental by the day or week? Yes___ No___ No Opinion___

D. Should the college cut out compulsory student fees, such as those for student activities, inter-collegiate athletics, the student newspaper, etc.? Yes___ No___ No Opinion___

E. Should the college offer more courses and programs for people in the community who are not regular students. Yes___ No___ No Opinion___

IV -

F. Should the college enforce campus regulations more firmly? Yes___ No_____ No Opinion___

G. Should the college leave control of students' out-of-class activities entirely to the students? Yes___ No_____ No Opinion___

H. Do you think the college dormitories provide adequate services? Yes___ No_____ No Opinion___

I. Do you think C.E.U. is well equipped? Yes___ No_____ No Opinion___

J. Do you think the campus facilities of C.E.U. are modern? Yes___ No_____ No Opinion___

K. Do you think C.E.U.'s campus is attractive? Yes___ No_____ No Opinion___

L. Do you think C.E.U. would be a better school if it were not located in or around Price? Yes___ No_____ No Opinion___

V -

A. Did you apply for a scholarship at C.E.U.? Yes___ No_____

If yes, do you feel the results of this application were fair to you? Yes___ No_____

B. Did you apply for any other kind of financial aid at C.E.U.? Yes___ No_____

If yes, do you feel the results of this application were fair to you? Yes___ No_____

C. If classes you wanted were available either at night or during the day, would you take some classes at night? Yes___ No_____ Unknown___

What are some classes you think should be offered at night? _____

D. Are there any classes you would like to take at C.E.U. but can't because they are not offered? Yes___ No_____

What classes would you like to see C.E.U. offer? _____

E. Is there a major program that C.E.U. does not offer that you would become involved with if it were offered at C.E.U.? Yes___ No_____

What majors would you like to see C.E.U. offer? _____

F. In your opinion should the library be open on Saturday? Yes___ No_____ No Opinion___

If it were open on Saturday, when would you use it? Morning_____ Afternoon_____

Evening_____ I wouldn't_____

V -

G. Have you ever used any of the services of the Learning Assistance Center (L.A.C.)? Yes____ No_____

1. If yes, please mark the programs which you have participated in.

____ Officially registered for L.A.C. class. (Please indicate which ones)
- _____ Developmental Math
- _____ Effective Study Skills
- _____ Developmental English
- _____ Developmental Reading
- _____ Developmental Spelling
- _____ Developmental Vocabulary
- _____ Effective Listening Skills
- _____ Effective Reading
- _____ Career Exploration
- _____ English as a Second Language-Writing
- _____ English as a Second Language-Reading
- _____ English as a Second Language-Speaking
- _____ Other (please specify)_____

____ Individualized tutoring. In what subjects?_____

____ Career Counseling

____ Audio-tutorial supplements to regular classes (e.g. slides and tapes to go along with English 101, etc.) Which classes?_____

____ Other (please specify) _____

2. How much has your use of the L.A.C. helped you:

a. With your coursework? A lot___ A little ___ No difference___ It hindered___

b. With your personal growth?
A lot___ A little____ No difference___ It hindered___

H. What is your opinion of the L.A.C.?

____ Essential for the students at C.E.U.
____ Useful but not necessary for the students at C.E.U.
____ Performs no meaningful service for the students at C.E.U.
____ Harmful to the students at C.E.U.
____ Never heard of the Learning Assistance Center before

I. In your opinion, how helpful is the Learning Assistance Center in preparing students for college level courses?

Extremely Helpful _____ Somewhat Helpful _____ No Difference ____ It Hinders____

J. In your opinion, how helpful is the L.A.C. in helping students succeed in college courses numbered 100 or higher?

Extremely Helpful _____ Somewhat Helpful _____ No Difference ____ It Hinders____

K. What were your reasons for using or for not using the Learning Assistance Center? _____

_____

L. How often do your instructors encourage you to use the Learning Assistance Center? Often___ Seldom___ Never____

V-

M. What would you like to see the L.A.C. do that it does not do now? Any other suggestions, comments, criticisms would be appreciated. _____

_____

_____

_____

N. How many classes taught on an individualized basis have you taken? None___ One _____ More than One ____

O. Do you feel students need a choice in taking a class either in a regular classroom setting or on an individualized basis? Yes _____ No ____

VI-

A. Are you; Male____ Female____

B. What is your age? _____

C. Are you:___Employed full-time
___Employed part-time
___Not employed

D. Are you:
___ Asian-American/Oriental
___ Black/Afro-American/Negro
___ Mexican-American/Chicano
___ White/Caucasian
___ American Indian
___ Other _____

E. For how many credits are you currently enrolled?

___ Less than 9
___ 9 - 11
___ 12 - 15
___ More than 15

F. What is your C.E.U. G.P.A.?

___ 3.5 - 4.0
___ 3.25 - 3.49
___ 3.0 - 3.24
___ 2.5 - 2.99
___ 2.0 - 2.49
___ Less than 2.0

G. What is your family's approximate yearly income?

___ Less than $5000
___ $5000 - $9999
___ $10,000 - $14,999
___ $15,000 - $19,999
___ $20,000 - $25,000
___ More than $25,000

VI -

H. Are you:

___ Single
___ Married

I. Are you:

___ Freshman
___ Sophomore
___ Other

J. Are you a resident of Carbon or Emery County? Yes____ No_____

K. Where do you live at the present time?

___ At home
___ Off-campus housing
___ College dormitory

L. What does completion of your program usually lead to?

___ Four year or higher degree
___ Two year degree
___ Certificate or diploma
___ No formal educational certificate
___ Unknown

M. What is your major field of study? (If unknown, leave blank) _____

COMMENTS - Please list any strengths or weaknesses of C.E.U. or any comments you may have relating to any of the items in this survey.

Thank you.

_____

_____

_____

_____

_____

_____

_____

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 5 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES